DOCUMENT RESUME

ED 260 139 UD 024 241

AUTHOR	Liljegren, Thomas
TITLE	Compulsory School Leavers in 1979 with Home Languages Other than Swedish. Interim Report 2.
INSTITUTION	National Swedish Board of Education, Stockholm.
PUB DATE	20 Jul 81
NOTE	72p.; For related documents, see UD 024 240-243.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Academic Persistence; *Advanced Courses; Bilingual Education; Educational Attainment; Employment; *English (Second Language); *Enrollment; Ethnic Groups; Foreign Countries; *Immigrants; Secondary Education; *Secondary School Mathematics; Swedish; *Work Experience Programs
IDENTIFIERS	Finnish Speaking; *Sweden

ABSTRACT

The National Swedish Board of Education studied 7,095 pupils (mostly immigrants) with home languages other than Swedish who were in grade 9 of compulsory school in 1978-79. The part of the research reported on here focused on students taking special English or mathematics courses, students taking adjusted courses of studies at workplaces, and both groups' education/work situations a year later. Few differences were found between other home language speakers and Swedish speakers. For example, grade 9 pupils with other home languages took special English or mathematics courses only slightly less extensively than Swedish home language pupils. The greatest differences were found between Swedish nome speakers and other home language students with less command of spoken Swedish than the average Swedish pupil. These pupils (13% of ninth graders) took special courses less frequently than others. However, a larger proportion took adjusted courses of studies at the workplace. Amongst both Swedish home speakers and other home language speakers, greater proportions of boys than girls took special and adjusted courses. And Finnish speakers took special courses less often than pupils with other home languages and the corresponding command of Swedish. Finnish speaking boys took technology far more often than other boys, and adjusted courses of studies at the workplace were commoner among Finnish speakers than others. Within the group of other language speakers, large differences existed between different language groups. Eleven appendices include tables showing pupil percentages in various courses by sets of variables, plus the compulstory school follow-up questionnaire used to obrain the data for this report. (XH).

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SKOLÖVERSTYRELSEN
NATIONAL SWEDISH BOARD OF EDUCATION
Information Section
S-106 42 STOCKHOLM

1981-07-20

Thomas Liljegren

ED260139

COMPULSORY SCHOOL LEAVERS IN 1979 WITH HOME LANGUAGES OTHER THAN SWEDISH

Interim Report 2
Translation: Roger G. Tanner

- How many took special English or mathematics courses in compulsory school?

- How many took adjusted courses of studies at workplaces?

- What is the situation, one year after leaving compulsory school, of those who took special courses and those who took adjusted courses of studies at workplaces?

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Anna Hallrup
Swedish Nat. Bd. of Ed
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SUMMARY

The group of young persons studied in this survey are pupils with home languages other than Swedish (referred to below as "pupils with other home languages") who were in grade 9 of compulsory school in the school year 1978/79. For present purposes, a home language is a language constituting a living element in the pupil's domestic environment. The group numbers 7 095 pupils. At least 50 different home languages are represented.

The great majority of pupils with other home languages are commonly referred to as immigrant children, i.e. they are the children (or grandchildren) of immigrants. But a small proportion of pupils with other home languages belong to native Swedish minorities such as the Lapps, the Finnish-speaking population of Tornedalen, Gypsies etc.

Few differences between pupils with other home languages and pupils having Swedish as their home language

There is little difference between pupils with other home languages and pupils having Swedish as their home language as regards choice of special courses, optional subjects etc. For example, grade 9 pupils with other home languages took special English or mathematics courses only slightly less extensively than pupils having Swedish as their home language.

Only about 2 per cent of pupils with other home languages did not take English at all in grade 9.

US 024241

In the case of both pupils with other home languages and pupils with Swedish as their home language, more than 50 per cent of those taking special courses of both English and mathematics were taking a three or four-year line of upper secondary school one year after leaving compulsory school.

Similarly, as regards both pupils with other home languages and pupils having Swedish as their home language, very few (0 - 1 per cent) of those who had taken general English and mathematics courses were taking three and four-year lines of upper secondary school one year after leaving compulsory school.

An estimated 2 per cent of the pupils with home languages other than Swedish took home language lessons or received auxiliary Swedish lessons while other pupils were taking optional subjects.

The percentage of pupils with other home languages taking adjusted courses of studies at workplaces in grade 9 was roughly the same as for pupils with Swedish as their home language (about 4 per cent).

The proportion of grade 9 students with adjusted courses of studies at workplaces who were studying a year after leaving compulsory school was relatively small: about 35 per cent of pupils with other home languages and about 25 per cent of pupils with Swedish as their home language.

In both groups of pupils - those with Swedish and those with other home languages respectively - about 9 per cent of those who had adjusted courses of studies at workplaces in grade 9 were unemployed one year after leaving school, while only about 1 per cent of pupils with Swedish as their home language who had not had adjusted courses of studies at workplaces were unemployed.

Special situation for pupils with an imperfect command of Swedish

As can be seen from the figures already quoted, pupils with other home languages do not tend on the whole to differ from pupils with Swedish as their home language where most of the conditions referred to here are concerned. But there is one group among the pupils with other home languages which differs a good deal from the others, namely pupils with less command of spoken Swedish than the average Swedish pupil. This group makes up 13 per cent of all grade 9 pupils with other home languages.

School support for pupils with other home languages has expanded heavily in recent years, so that future compulsory

school leavers with other home languages will have received more help during their compulsory schooling than the pupils described here (i.e. those who left grade 9 in 1979). Given future immigration of young persons aged between 13 and 15, however, we may presume that there will always be a group of senior level pupils whose command of spoken Swedish is inferior to that of the average Swedish pupil, since the new immigrants will not have received the support given to pupils with other home languages in the junior grades.

The pupils with other home languages who speak Swedish like average Swedish pupils (although they may possibly have certain difficulties with the written language) do not differ appreciably from pupils with Swedish as their home language regarding choice of special courses, optional subjects or adjusted courses of studies at workplaces. Today about 87 per cent of all grade 9 pupils with other home languages have the same command of spoken Swedish as the average Swedish pupil.

Pupils with other home languages who had difficulty with Swedish tended to take special English and mathematics courses a good deal less frequently than other pupils.

Pupils with other home languages who had difficulties with Swedish and took general English and mathematics courses tended to go on to upper secondary school far less ofthen than pupils with Swedish as their home language who had only taken general courses.

16 per cent of pupils with other home languages who had difficulty with Swedish took French or German as optional subjects. The figure for pupils with Swedish as their home language was 52 per cent.

A large proportion (8 per cent) of pupils with other home languages whose command of Swedish was inferior to that of the average Swedish pupil took adjusted courses of studies at workplaces. (The figure for other pupils was 4 per cent.)

Thus adjusted courses of studies at workplaces may to some extent have been substituted for auxiliary Swedish lessons as a form of support for pupils who had difficulties with Swedish.

Differences between boys and girls regarding choice of special course etc.

The difference between boys and girls with other home languages regarding choice of general and special mathematics and English courses and regarding the proportion taking adjusted courses of studies at workplaces is roughly the same as with pupils who have Swedish as their home language.

For example, in the case of both pupils with other home languages and pupils with Swedish as their home languages, the proportion of boys taking courses of this kind exceeded the proportion of girls doing so (about 5 per cent and 3.5 per cent respectively).

Finnish-speaking pupils less attracted by theoretical studies

More than half of all pupils with other home languages are Finnish-speaking.

The Finnish-speaking pupils tended to take special courses less often than other pupils with other home languages and the corresponding command of Swedish.

The Finnish-speaking pupils who took special English and mathematics courses take three and four-year lines of upper secondary school less often than pupils in other language groups who took special courses only.

Finnish-speaking boys tended to take technology far more often than other boys.

Adjusted courses of studies at workplaces were commoner among Finnish-speaking pupils than among others. For example, 13 per cent of the Finnish-speaking boys with below-average (Swedish) command of the Swedish language took courses of this kind in grade 9.

Big differences between language groups regarding options etc.

The proportion of pupils taking the special English course varies a great deal from one language group to another, e.g. 19 per cent of Assyrian/Syrian pupils and 83 per cent of Czech-speaking pupils.

The proportion taking French or German as optional subjects also varies a great deal. For example, 69 per cent of the Czech-speaking pupils took French or German as an optional subject in grade 9, while only 23 per cent of the Assyrian/Syrian pupils did so.

Coming reports

Further reports to be published as part of this project will deal with the following and other topics: study dropout frequencies, activities of school leavers not going on to upper secondary school, reasons for not going on to upper secondary school, and pupils' opinions of the various kinds of support provided in compulsory school for pupils with other home languages.

CONTENTS

		Page
1	Introduction	8
1.1	Explanation of terms	8
1.2	Background	9
1.3	Purpose	11
2	The situation in grade 9	14
2.1	Alternative courses	14
2.2	Optional subjects	23
2.3	Adjusted courses of studies at workplaces	27
3	How did the pupils fare in the spring of 1980?	30
3.1	Pupils taking various alternative courses	30
3.2	Pupils taking adjusted courses of studies at workplaces	36

APPENDICES

1. The concept of the immigrant pupil
2. Collection and processing
3. Quality auditing etc.
4. Pupils in grade 9 in 1978/79 (only those born in 1963). Percentages taking special English and mathematics courses in grade 9. By Finnish-speaking and others, sex and Swedish proficiency
5. Pupils in grade 9 in 1978/79. Percentages taking special English and mathematics courses in grade 9. By sex and home language/origins
6. Pupils in grade 9 in 1978/79 (only those born in 1963). Percentages taking various optional subjects in grade 9. By Finnish-speaking and others, sex, Swedish proficiency
7. Pupils in grade 9 in 1978/79. Percentages taking various optional subjects in grade 9, by home languages/origins
8. Pupils in grade 9 in 1978/79. Percentages of boys and girls respectively taking various optional subjects in grade 9, by home languages/origins
9. Pupils in grade 9 in 1978/79 (only those born in 1963). Percentages with adjusted courses of studies at workplaces in grade 9. By Finnish-speaking and others, sex, Swedish proficiency
10. Pupils in grade 9 in 1978/79 (only those born in 1963). Activities, spring 1980, of those who had adjusted courses of studies at workplaces in grade 9; by home language pupils and pupils whose home language is Swedish
11. Questionnaire - compulsory school follow-up

TABLES AND FIGURES

		Page
2.1:1-2.1:4	Pupils in grade 9 in 1978/79 (only those born in 1963). Proportion taking special English and mathematics courses in grade 9:	
2.1:1	Home language pupils and pupils having Swedish as their home language	14
2.1:2	Home language pupils with varying degrees of proficiency in Swedish	15
2.1:3	Boys and girls respectively	16
2.1:4	Boys, girls, pupils with various Swedish proficiency ratings	17
2.1:5-2.1:7	Pupils in grade 9 in 1978/79:	
2.1:5	Percentages of boys and girls respectively taking the special English course in grade 9, by home language/origins	18
2.1:6	Percentages of male and female pupils taking the special mathematics course in grade 9, by home language/origins	21
2.1:7	Percentages of pupils with different home languages/of different origins taking various English and mathematics courses in grade 9	22
2.2.1-2.2:5	Pupils in grade 9 in 1978/79 (only those born in 1963). Percentages taking various optinal subjects in grade 9:	
2.2:1	Home language pupils and pupils having Swedish as their home language	23
2.2:2	Home language pupils with various Swedish proficiency ratings	23
2.2:3	Male and female pupils respectively	24
2.2:4	Pupils in grade 9 in 1978/79 (only those born in 1963). Proportion of male pupils taking German and technology respectively, by home language pupils with different Swedish proficiency ratings etc.	25
2.2:5	Pupils in grade 9 in 1978/79. Percentages of boys and girls taking various options in grade 9, by home language/origins	26

		Page
2.3:1-2.3:4	Pupils in grade 9 in 1978/79 (only those born in 1963). Proportion with adjusted courses of studies at workplaces in grade 9:	
2.3:1	By home language pupils and pupils with Swedish as their home language	27
2.3:2	By home language pupils with various Swedish proficiency ratings	28
2.3:3	Boys and girls respectively	29
2.3:4	Male and female pupils, pupils with various Swedish proficiency ratings etc.	30
3.1:1-3.1:3	Pupils in grade 9 in 1978/79 (only those born in 1963). Breakdown of activities, spring 1980, of pupils taking various combinations of alternative courses in grade 9:	
3.1:1	Home language pupils and pupils whose home language is Swedish	32
3.1:2	Home language pupils with various Swedish language proficiency ratings	33
3.1:3	Pupils with various home languages/of various origins	35
3.2:1-3.2:3	Pupils in grade 9 in 1978/79 (only those born in 1963). Activities, spring 1980, of those who had adjusted courses of studies at workplaces in grade 9:	
3.2:1	Home language pupils and pupils whose home language is Swedish	36
3.2:2	Home language pupils with various Swedish language proficiency ratings	37
3.2:3	Finnish-speaking pupils and others	38

1 Introduction

1.1 Explanation of terms

Home language. A person's home language is the language which he or she speaks at home.

Home language pupil. This concept is used in this report. A home language pupil is the same as a pupil having a home language other than Swedish. The great majority of these pupils are immigrants or children of immigrants, but some are of Swedish origin, e.g. Finnish-speaking pupils from Tornedalen, Lapps and Gypsies. Home language pupils are in principle entitled to be taught their home language if they so desire.

Home language pupil register. A register of pupils with home languages other than Swedish who were in grade 9 in the 1978/79 school year. (See App. 2.)

Proficiency in Swedish. Particulars concerning pupils' proficiency in Swedish are collected for the SCB statistics concerning compulsory school and upper secondary school pupils having home languages other than Swedish. The form master and a teacher responsible for auxiliary Swedish lessons are asked to rate each pupil's proficiency in the Swedish language according to the following alphabetical scale of assessment.

A. Does not know any Swedish at all.

B. Understands very simple everyday language.

C. Understands and speaks very simple everyday language. Can cope independently with simple language situations at school and in everyday life generally.

D. Understands everyday language but has difficulty with unusual words and abstract terms. Speaks spontaneous Swedish but has a limited vocabulary.

E. Speaks Swedish like an average Swedish pupil but has certain difficulties with the written language and needs extra grammar practice. (For pupils in a special teaching group, e.g. for pupils with hearing impediments, "average" pupils in the special teaching group are to constitute a reference group.)

F. Has the same command of Swedish as an average Swedish pupil. For pupils in a special teaching group, e.g. for pupils with hearing impediments, "average" pupils in the special teaching group are to constitute a reference group.)

(The above scale of assessment is only applied to compulsory school pupils. Another scale applies to upper secondary school pupils.)

Alternative courses. Courses of various subjects at different levels of difficulty, which grade 9 pupils have to choose between (See page 11.)

General course. The easier type of alternative course.

Special course. The more difficult type of alternative course.

Optional subjects. These comprise French, German, art, economics and technology, and grade 9 pupils have to take one of them for 3 - 4 periods per week. The principle is for a pupil to take the same optional subject throughout senior level. (See page 11.)

Adjusted course of studies. Certain pupils encountering difficulties at school can be given an adjusted course of studies in order to improve their work situation. (See page 13.)

Assyrian/Syrian descent. The Assyrians/Syrians are a Christian minority group from Turkey and the Middle East. The following home languages are commonest among pupils of Assyrian/Syrian descent: Arabic, Aramaic, Assyrian, Kurdish, Syrian and Turkish. In this report, pupils of Assyrian/Syrian descent are taken as a single group, regardless of home language.

Yugoslavian descent. In this report, pupils of Yugoslavian descent are taken as a single group, regardless of home language. The following home languages are commonest among pupils of Yugoslavian descent: Albanian, Macedonian, Rumanian, Serbocroatian, Slovakian, Slovenien, Turkish and Hungarian.

1.2 Background

Apprehensions have been expressed in various contexts that young immigrants leaving compulsory school tend less frequently than Swedish pupils to go on to upper secondary school. One reason for this is thought to be that immigrant pupils have less command of Swedish than Swedish pupils. An inferior command of the language can make it more difficult to assimilate instruction and to understand the abstract language of the textbooks used at the senior level of compulsory school and in upper secondary school.

Lack of educational tradition and motivation are thought to be another reason why immigrant pupils tend less often than Swedish pupils to go on to upper secondary school from compulsory school, or else tend to choose other optional subjects etc. in compulsory school and different study routes in upper secondary school. (The transition to upper secondary school has already been dealt with in Interim Report I in this series.)

It should be made clear that attention has been paid to the problems encountered by immigrant pupils in school. Various measures of support have been introduced for the benefit of this group of pupils, both in compulsory schools and in upper secondary schools. Auxiliary instruction in the Swedish language, for example, is provided for those pupils who need

it, both in compulsory school and in upper secondary school. The auxiliary Swedish lessons which are mainly organized for immigrant pupils are financed by means of a special State grant, and another special-purpose grant is available for home language study guidance and home language instruction for pupils with home languages other than Swedish. This instruction is also provided both in compulsory school and in upper secondary school.

The group studied in this survey comprises pupils with home languages other than Swedish who were in grade 9 in the 1978/79 school year. This group is predominantly made up of immigrant pupils. (See App. 1.)

The contingent of these pupils which had been in Sweden for the whole of its compulsory school age entered grade 1 in the autumn of 1970. During the nine years for which these pupils attended in the scale of auxiliary measures organized by schools on behalf of immigrant pupils.

We may mention that during the school year 1970/71 only 3 854 compulsory school pupils received home language instruction, as against 50 523[1)] in 1980/81. Auxiliary Swedish lessons were received by 10 262 compulsory school pupils in 1970/71 and 40 598[1)] in 1980/81. Guidelines and methodological directions concerning the instruction of immigrant children have been included in the Compulsory School Curriculum since 1969, e.g. in a special curricular supplement (revised in 1973).

The rules concerning state grants towards home language instruction and auxiliary instruction in compulsory schools have existed since 1966. In the school year 1977/78 the State grants system was reformed in such a way that grants were made somewhat more generously available for language instruction in compulsory school and a new special-purpose State grant was introduced for similar instruction in upper secondary schools. This reform also made it possible for members of native Swedish minorities having home languages other than Swedish to take part in home language instruction, and it became the duty of municipal authorities, subject to certain exceptions, to arrange home language instruction for pupils desiring it.

The investigation described in this report forms part of a larger project, "Immigrant children in school and in the labour market". The first interim report to be published under the project describes among other things how many pupils with other home languages have applied for and gained admission to upper secondary school and what studies they have applied and been accepted for. The second part of this project (to which the present interim report, no. 2 in the series, belongs) is based on a questionnaire survey, the purpose of which - as in the present report - is to describe various conditions

1) See SCB SMU 1981:11

in compulsory schools and also to compare the situation of pupils with other home languages one year after completion of their compulsory schooling with the situation at the same time of pupils having Swedish as their home language. Another purpose of the questionnaire study is to canvass the pupils' opinions of the auxiliary measures intended for immigrant pupils.

1.3 Purpose

Alternative courses

At the senior level of compulsory school, pupils can choose between easier (general) and more advanced (special) courses of English and mathematics. These constitute alternative courses in the subjects concerned. Whichever English course they take, pupils have an average of three periods per week throughout senior level. Both the general and special mathematics courses entail an average of four lessons per week throughout senior level. (In addition, pupils can in certain cases be given auxiliary mathematics or English lessons.)

There are certain restrictions on the upper secondary school opportunities of pupils taking general English or mathematics courses. The special English course is at present an admission requirement for three-year lines of upper secondary school and for several specialized courses, while the special mathematics course is needed for the two-year Technology Line, for the Natural Science Line and the four-year Technology Line, as well as for a variety of specialized courses.

In this report, groups of pupils having home languages other than Swedish will be compared with the group of pupils with Swedish as their home language in term of the proportions taking general and special English and mathematics courses in grade 9.

Optional subjects

At present, senior level pupils can choose between French, German, art, economics and technology for three or four lessons per week. These subjects are termed optional subjects. Pupils with home languages other than Swedish can sometimes have home language lessons or auxiliary Swedish lessons while other members of the class are taking one of the optional subjects. As a rule, a pupil has to take the same optional subject all the way through senior level, but changes are possible. Home language will be included as an optional subject when the new Compulsory School Curriculum (Lgr 80) comes into operation.

Applicants for upper secondary school are not formally required to have taken particular options, but the syllabi for some lines of upper secondary school are organized in such a way as to suit best those pupils who have taken French or German at senior level. This is because in practice a pupil who did not take French or German in compulsory school has greater difficulty in pursuing certain three-year lines of study (Liberal Arts, Social Sciences, Economics and Natural Sciences), because he then has to start two new languages simultaneously in grade 1.

The purpose of the present report is to compare groups of pupils having home languages other than Swedish with pupils having Swedish as their home language, in terms of the proportion taking the various optional subjects.

Impending reforms of the system of alternative courses and optional subjects

The full implementation of the new Compulsory School Curriculum, Lgr 80, in 1982/83 will entail alterations to the system of optional subjects. German and French will remain as optional subjects while other optional subjects will be replaced by a large number of optional courses which can be designed either by the local school, by an local education authority (LEA) or by a county education committee. (The syllabi drawn up at local and regional levels will be subject to county education committee confirmation.) As an aid to work at local level, the National Board of Education (NBE) has compiled models for certain syllabi. Pupils with home languages other than Swedish will be entitled to take their home languages as optional subjects.

The optional courses must be designed in a way which is not expected to entail a very uneven balance of the sexes. They can vary in duration from one term to three years. The LEA will decide what courses are to be available in each school in addition to French and German, which are always to be available. The average number of lessons per week for the optional courses will remain unaltered.

French and German are not at present admission requirements for upper secondary school and will not become so after 1982/83.

One of the innovations entailed by the full implementation of Lgr 80 will be the elimination of the special mathematics or English course as an admission requirement for certain lines of upper secondary school. Otherwise no changes will be made to the system of alternative mathematics and English courses.

Adjusted course of studies

There are many different ways in which schools can help pupils who run into difficulties. Instruction in smaller groups, auxiliary instruction during the school day, optional courses interesting the individual pupil, instruction in special groups and, in certain cases, in school day nurseries are among the possibilities available.

Where certain pupils are concerned, however, it may be necessary, as an exceptional measure, to organize a special adjusted course of studies. This arrangement makes it possible to deviate from the ordinary time schedule in order to provide the individual pupil with a good working situation. Adjusted courses of studies were introduced with effect from the 1978/79 school year, when they superseded various other forms of support, such as modified courses of studies and sicklisting, combined with remedial teaching etc., for very poorly motivated or under-achieving pupils having serious problems with their school work.

An adjusted course of studies can be organized in three principal ways:

- Modifications of the time schedule are one possibility.

- The school can be used as a workplace and the pupil allowed to take part in various duties there in addition to, or instead of regular instruction.

- An adjusted course of studies can also mean that education is partly provided at a workplace away from school. This form of adjusted studies can only come into question where senior level pupils are concerned.

Regulations provide that pupils with adjusted courses of studies away from school must have supervisors at their workplaces.

All pupils with adjusted courses of studies must be instructed in basic skills.

LEA approval is required for each individual adjusted course of studies.

It should be noted that pupils taking adjusted courses of studies in grade 9 may have difficulty in obtaining complete compulsory school leaving certificates.

The purpose of the present report is to compare various groups of home language pupils with pupils having Swedish as their home language in terms of the proportions given adjusted courses of studies at workplaces in grade 9.

2 The situation in grade 9

2.1 Alternative courses

Comparisons between pupils with home languages other than Swedish and pupils with Swedish as their home language are confined to pupils born in 1963. The reason for this limitation is explained in page 7 of App. 3.

Table 2.1:1 Pupils in grade 9 in 1978/79 (only those born in 1963). Proportion of home language pupils and pupils with Swedish as their home language taking special English and mathematics courses in grade 9.

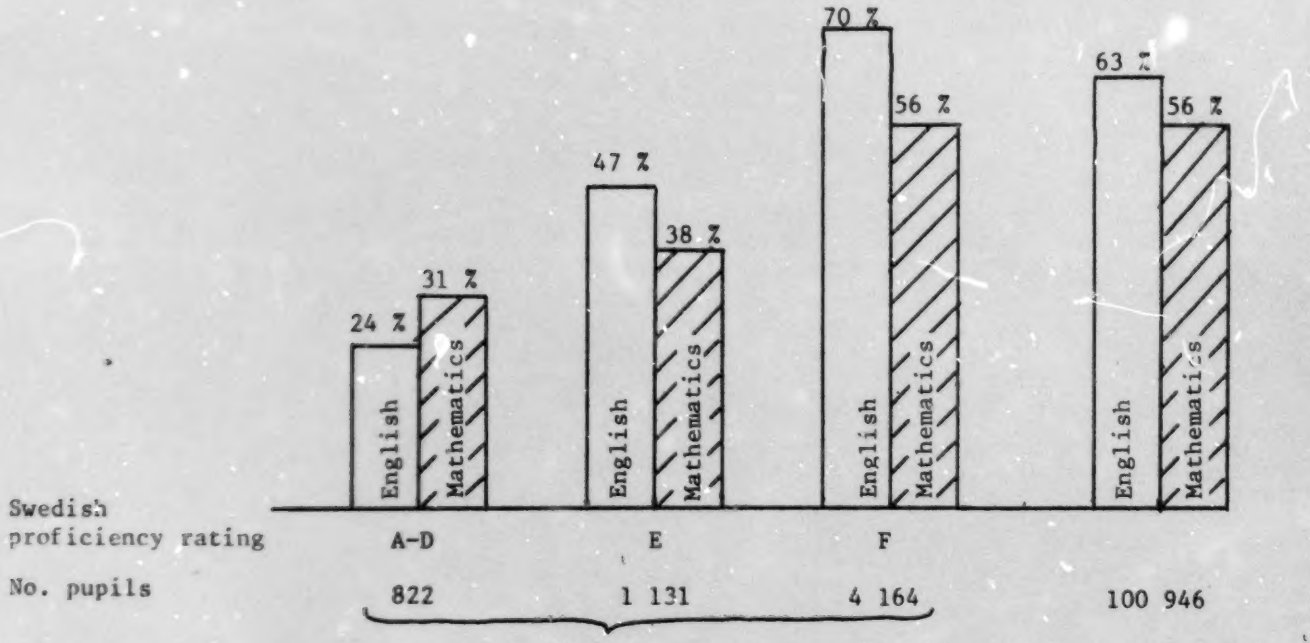
	No. in grade 9	Percentage of grade 9 pupils taking special English course	Percentage of grade 9 pupils taking special mathematics course
All pupils with home languages other than Swedish	6 116	59 %	50 %
Pupils having Swedish as their home language	100 946	63 %	56 %

As can be seen from the above table, the proportion of home language courses taking special English and mathematics courses is somewhat smaller than the proportion of pupils with Swedish as their home language who do so. But the difference between the two groups in this respect is not very great.

About 2 per cent of the home language pupils state that they did not take English at all in grade 9. These 2 per cent comprise roughly 120 pupils. About 1 per cent of pupils with Swedish as their home language state that they did not take English in grade 9.

Only a few pupils did not take mathematics in grade 9.

Figure 2.1:2 Pupils in grade 9 in 1978/79 (only those born in 1963). Percentages taking special English and mathematics in grade 9; home language pupils with varying degrees of proficiency in Swedish.



In total figures, as has already been mentioned, there is little difference in the percentages of home language pupils and pupils with Swedish as their home language taking special courses. But there are great differences in this respect between groups of home language pupils with different levels of proficiency in Swedish, particularly where the special English course is concerned. Only one out of every four home language pupils not speaking Swedish as well as the average Swedish pupil (= Swedish proficiency ratings A-D) took the special English course in grade 9. Ninety (= 11 per cent) out of the 822 home language pupils with Swedish proficiency ratings A-D did not take English at all in grade 9. Only a negligible proportion of the pupils with Swedish proficiency ratings A-D did not take mathematics at all in grade 9.

The home language pupils considered to have the same command of Swedish as average Swedish pupils tend to take the special English course somewhat more often than pupils having Swedish as their home language.

Home language pupils with Swedish proficiency rating E (i.e. speaking Swedish as well as the average Swedish pupil but having certain difficulties with the written language) tend to take special English and mathematics courses appreciably less often than pupils having Swedish as home language.

Table 2.1:3 Pupils in grade 9 in 1978/79 (only those born in 1963). Percentages of boys and girls respectively taking special English and mathematics courses.

	No. in grade 9	Percentage of grade 9 pupils taking special English course	Percentage of grade 9 pupils taking special mathematics course
Boys			
Home languages other than Swedish	2 949	51 %	53 %
Swedish as home language	51 359	56 %	60 %
Girls			
Home languages other than Swedish	3 167	67 %	47 %
Swedish as home language	49 586	70 %	51 %

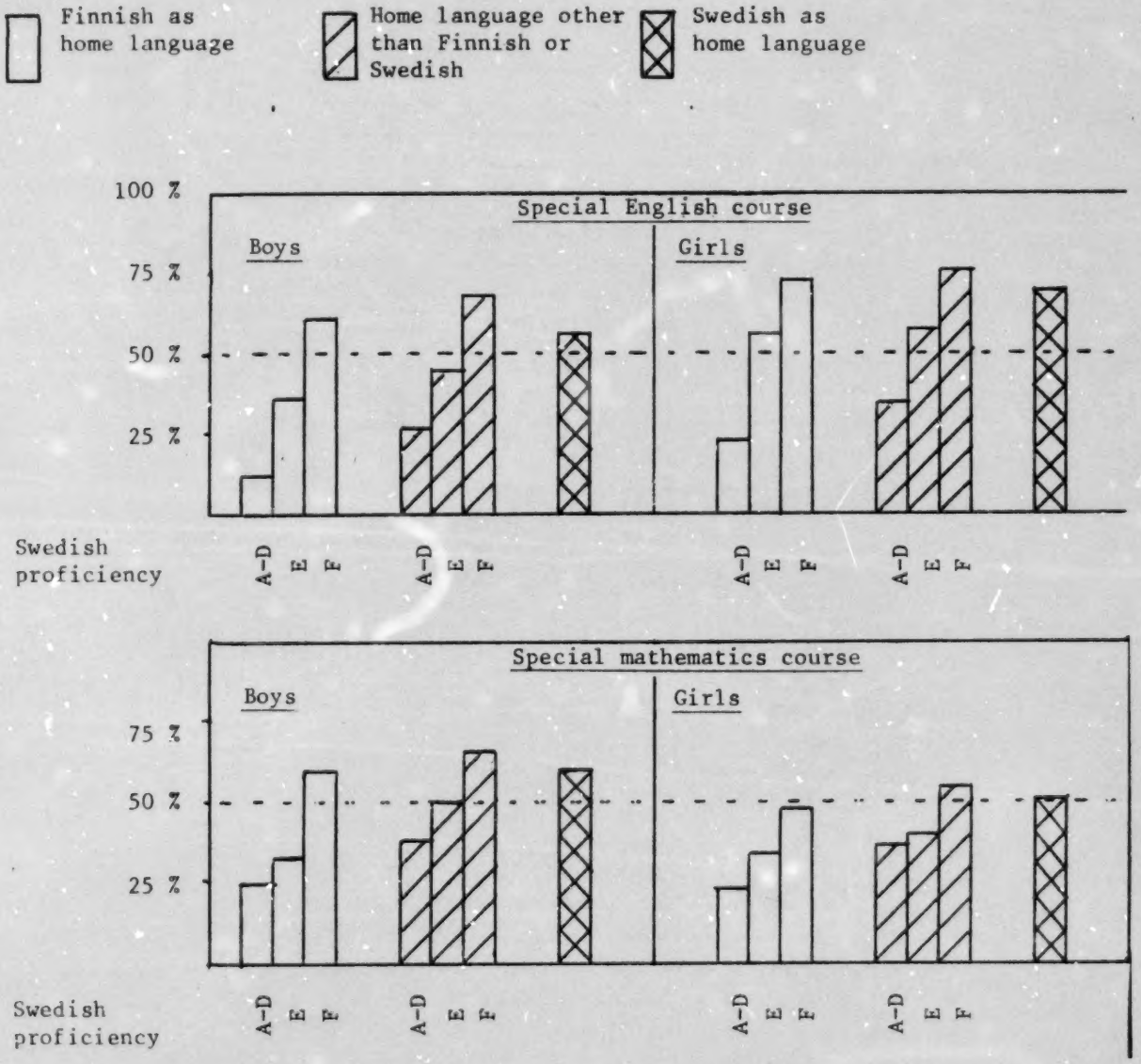
There is no very great difference either between male home language pupils and male pupils having Swedish as their home language regarding the percentages taking special courses. The same goes for the corresponding difference between girls of the same two categories; see table 2.1:3. Both male and female home language pupils, however, choose special courses somewhat less often than pupils whose home language is Swedish.

As regards both home language pupils and pupils with Swedish as their home language, the proportion of boys taking the special mathematics course exceeds the proportion of girls doing so. The contrary applies to English; both female home language pupils and female pupils whose home language is Swedish choose this course more often than boys do.

The number of male home language pupils not taking English in grade 9 is twice as great as the corresponding number of female home language pupils.

As can be seen from figure 2.1:2, Swedish proficiency is an important determinant of the predisposition of home language pupils to choose special courses. But there are differences between groups of home language pupils, in terms of the proportion taking special courses, which cannot be put down entirely to differences of proficiency in Swedish. This is one of the facts which emerge from figure 2.1:4.

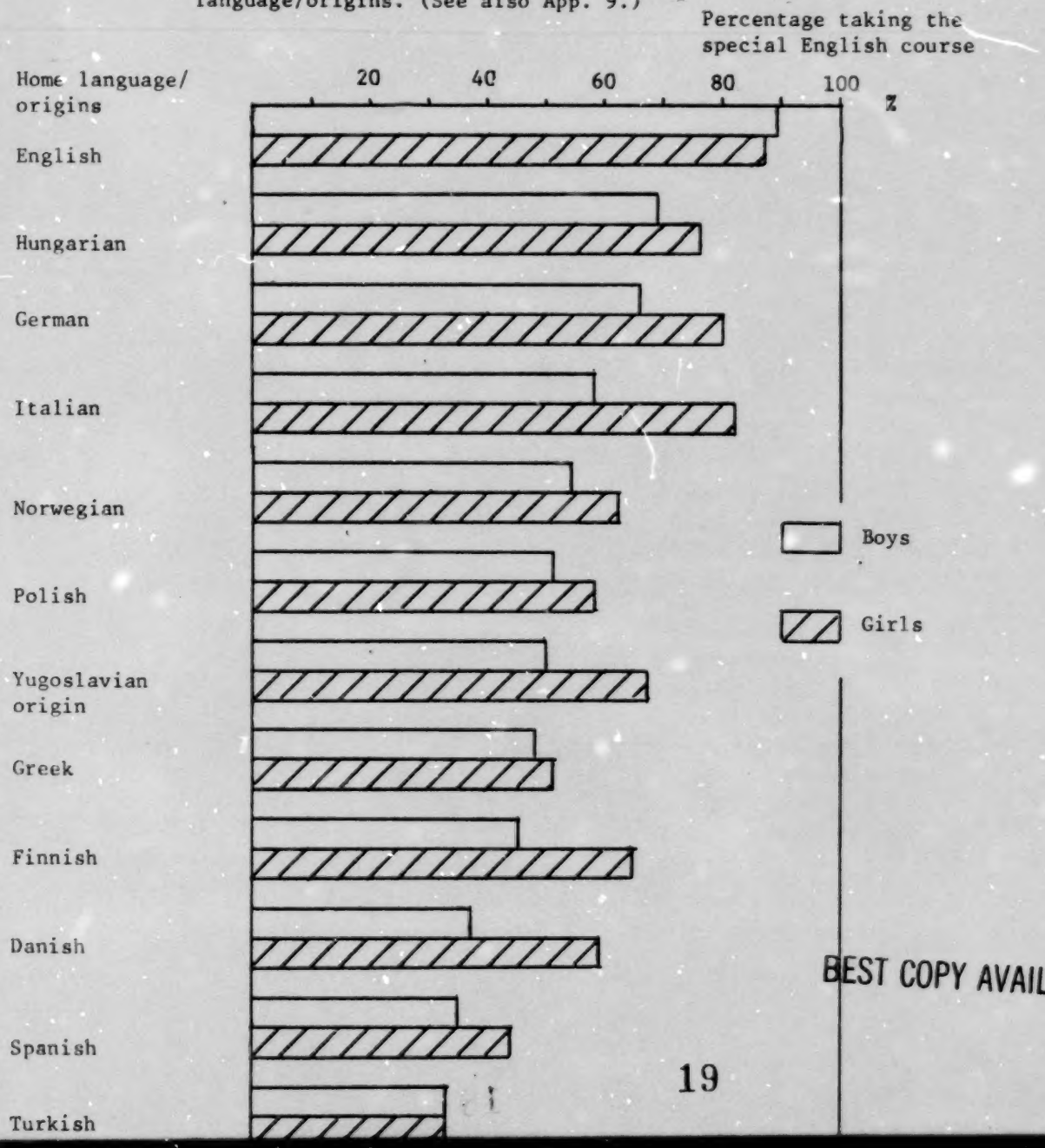
Figure 2.1:4 Pupils in grade 9 in 1978/79 (only those born in 1963). Percentages of boys, girls, pupils with various Swedish proficiency ratings etc. taking special English and mathematics courses respectively in grade 9. (See also App. 9.)



Male Finnish-speaking pupils with Swedish proficiency ratings A-D tend, for example, far less often than other male home language pupils with a corresponding command of Swedish to take the special English course. The consistent tendency among both sexes, one finds, is for pupils whose home language is Finnish to take the special course less frequently than other home language pupils with the corresponding command of Swedish.

Finnish-speaking pupils with the same command of the Swedish language as average Swedish pupils take special English and mathematics courses to roughly the same extent as pupils whose home language is Swedish. Home language pupils with home languages other than Finnish and with the same Swedish proficiency as the average Swedish pupil tend to take the special course slightly more frequently than pupils whose home language is Swedish.

Figure 2.1:5 Pupils in grade 9 in 1978/79. Percentages of boys and girls respectively taking the special English course in grade 9. By home language/origins. (See also App. 9.)



BEST COPY AVAILABLE

As mentioned previously, differences in Swedish proficiency explain a great deal, but not the whole of the difference between different groups of home language pupils as regards the tendency to take the special English or mathematics course.

Figure 2.1:5 shows groups of home language pupils by home language/origins and in ranking order according to the proportion of male pupils taking the special English course. (If the groups had been arranged according to the proportion of all pupils, regardless of sex, taking the special English course, the ranking order obtained would have been similar.)

This table shows data for all home language pupils in grade 9 in 1978/79, irrespective of year of birth. The preceding tables and figures were confined to pupils born in 1963.

The proportion of female pupils taking the special English course is greater than the corresponding proportion of male pupils in all groups referred to in figure 2.1:5 except the two groups with the highest and lowest proportions respectively taking the special English course, namely the English-speaking group and the Turkish-speaking group.

The proportional differences between male and female pupils taking the special English course are particularly pronounced in the Danish-speaking, Finnish-speaking and Italian-speaking groups.

A large proportion of pupils in the Arabic-speaking (11 %), Assyrian/Syrian (26 %), Spanish-speaking (16 %) and Turkish-speaking (18 %) groups did not take English at all in grade 9.

The data in figure 2.1:6 also refer to all home language pupils in grade 9 in 1978/79, regardless of year of birth.

In most groups, the difference in the proportions of male and female pupils respectively taking the special mathematics course is smaller than the corresponding difference regarding English.

The differences between the language groups in figure 2.1:6, like the differences in figure 2.1:5, are to a great extent, though not completely, attributable to differences in Swedish proficiency.

The proportion of male pupils taking the special mathematics course exceeds the corresponding proportion of female pupils in all groups mentioned in the figure, with the exception of the Danish-speaking pupils.

Turkish-speaking men tend far more than Turkish-speaking women to take the special mathematics course.

The difference between the group of home language pupils with the highest proportion taking the special mathematics course and the group with the lowest proportion doing so is smaller than the corresponding difference regarding English. Perhaps low proficiency in Swedish has less effect on the tendency not to take the special mathematics course than on the tendency not to take the special English course.

The proportion not taking mathematics in grade 9 is negligible in all groups of home language pupils.

Among groups comprising at least 40 pupils, the proportion taking the special English or mathematics course is particularly small among the Assyrian/Syrian pupils, while it is large among the Czech and Esthonian-speaking pupils.

Figure 2.1:6 Pupils in grade 9 in 1978/79. Percentages of male and female pupils taking the special mathematics course in grade 9, by home language/ origins. (Also see App. 5.)

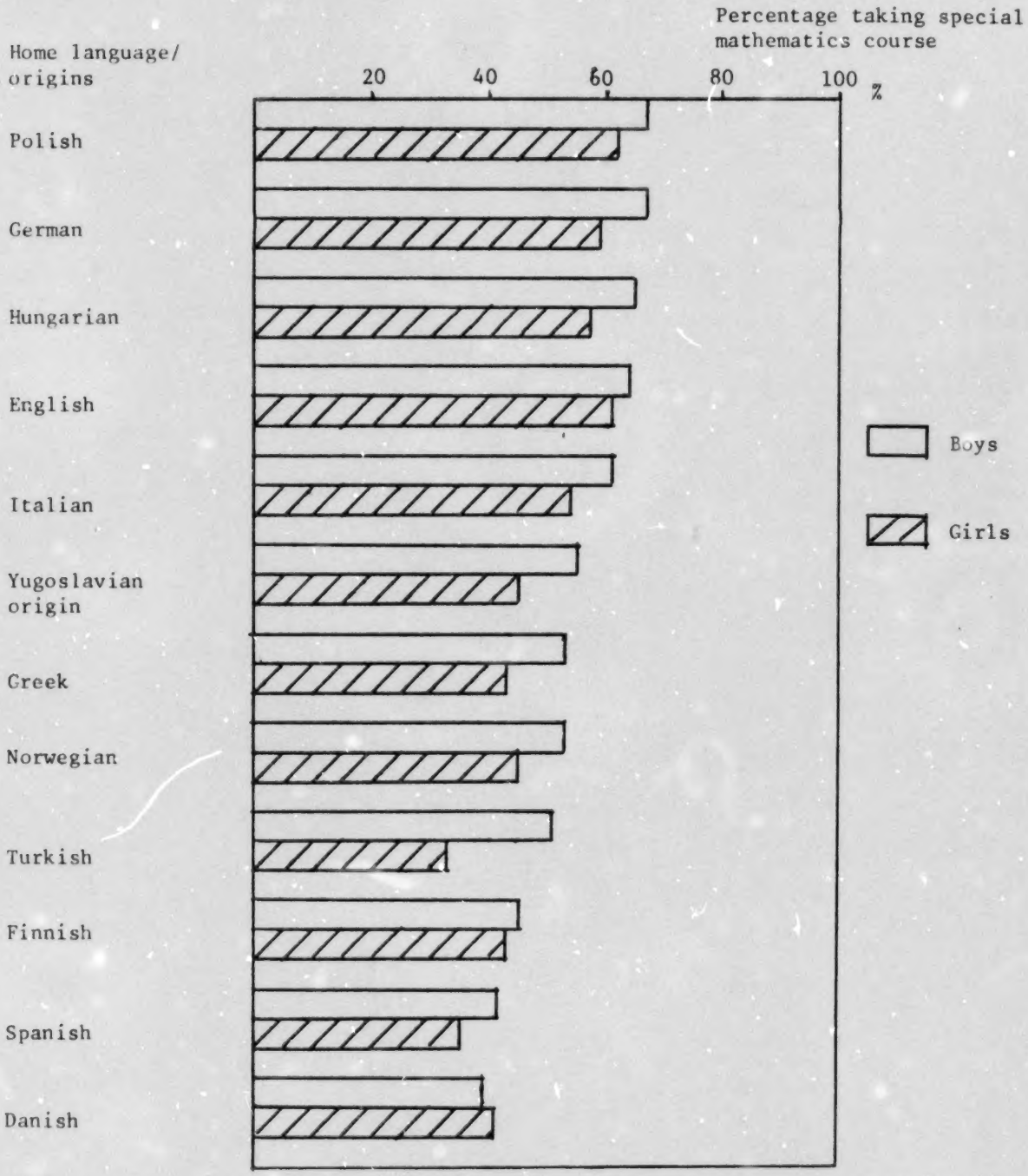


Table 2.1:7 Pupils in grade 9 in 1978/79. Percentages of pupils with different home languages/of different origins taking various English and mathematics courses in grade 9.

Home language/origins	No. pupils in grade 9	Percentage of grade 9 pupils taking special English course	Percentage of grade 9 pupils taking special mathematics course
Arabic	47	45 %	60 %
Assyrian/Syrian origin	69	19 %[1)]	33 %
Danish	449	49 %	40 %
English	177	88 %	63 %
Esthonian	76	79 %	74 %
Finnish	3 660	55 %	45 %
Greek	192	49 %	47 %
Italian	128	70 %	59 %
Yugoslavian origin	484	59 %	50 %
Norwegian	209	57 %	49 %
Polish	93	55 %	65 %
Spanish	187	40 %[1)]	39 %
Czech	48	83 %	71 %
Turkish	129	33 %[1)]	44 %
German	532	73 %	63 %
Hungarian	185	73 %	61 %
All pupils with home languages other than Swedish	6 955	57 %	48 %

[1)] 26 % of the pupils of Assyrian/Syrian descent
16 % of the Spanish-speaking pupils and
18 % of the Turkish-speaking pupils did not take English at all in grade 9

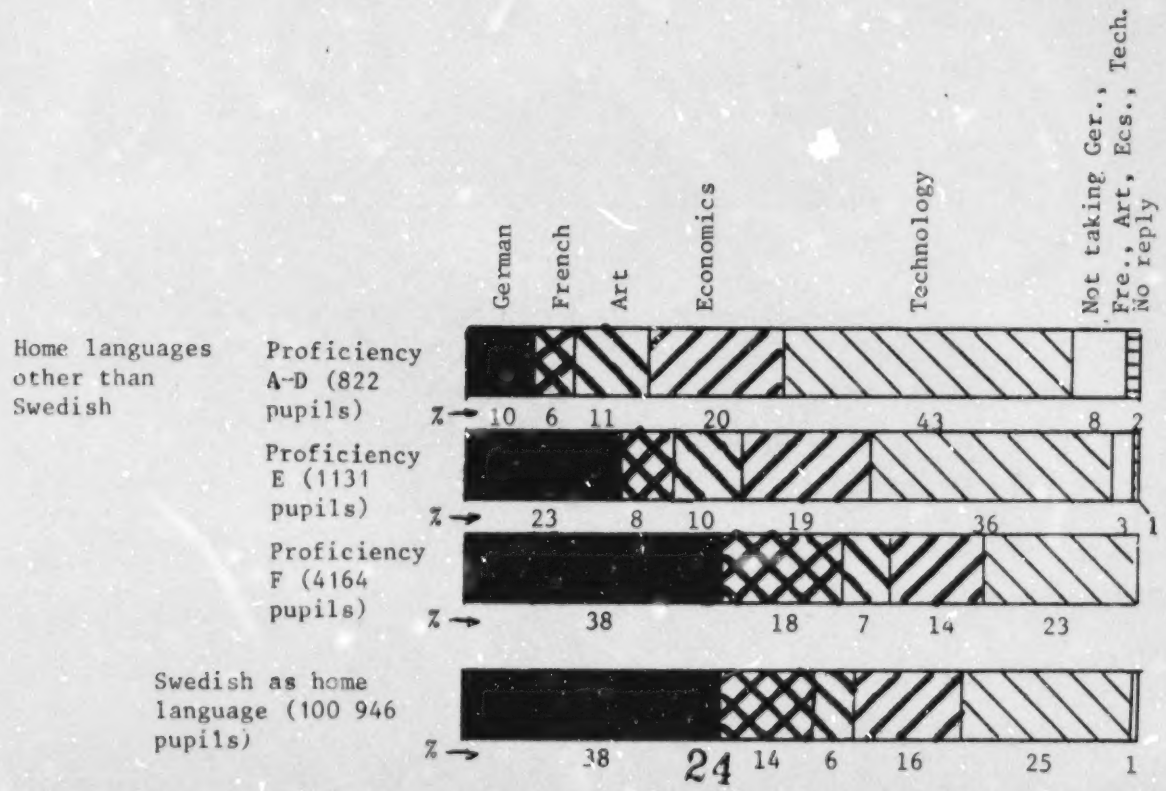
2.2 Optional subjects

Table 2.2:1 Pupils in grade 9 in 1978/79 (only those born in 1963). Percentages of home language pupils and pupils having Swedish as their home language taking various optional subjects in grade 9.

	German	French	Economics	Art	Technology	Not taking Ger., Fre., Art, Ecs., Tech.	No reply	Total	
	%	%	%	%	%	%	%	%	No.
All pupils with home languages other than Swedish	31	14	16	8	28	2	1	100	6 116
Pupils having Swedish as their home language	38	14	16	6	25	1	0	100	100 946

Table 2.2:1 shows that there is little difference between the group of home language pupils as a whole and other pupils regarding the proportion taking various optional subjects.

Figure 2.2:2 shows differences in the option patterns of pupils with various Swedish proficiency ratings. Pupils with low Swedish proficiency ratings (A-D) are above all less likely than others to take German as an optional subject. One also finds that pupils with Swedish proficiency


German
French
Art
Economics
Technology
Not taking Ger., Fre., Art, Ecs., Tech. No reply
Home languages other than Swedish
Proficiency A-D (822 pupils)
% → 10 6 11 20 43 8 2
Proficiency E (1131 pupils)
% → 23 8 10 19 36 3 1
Proficiency F (4164 pupils)
% → 38 18 7 14 23
Swedish as home language (100 946 pupils)
% → 38 24 14 6 16 25 1

ratings A-D tend far less than others to take French and that the proportion taking technology or not taking any optional subject at all is greater among these pupils than among others. Only 16 per cent of the pupils with Swedish proficiency ratings A-D take French or German, as against 56 per cent of the pupils with Swedish proficiency rating F.

The great majority of home language pupils not taking German, French, art, economics or technology probably take their home language or auxiliary Swedish lessons instead.

The breakdown of optional subjects among pupils with a Swedish proficiency rating of F (i.e. those with the same command of Swedish as the average Swedish pupil) is roughly the same as for pupils whose home language is Swedish. More than two-thirds of all home language pupils have this proficiency rating.

Figure 2.2:3 Pupils in grade 9 in 1978/79 (only those born in 1963). Percentages of male and female pupils respectively taking various optional subjects in grade 9.

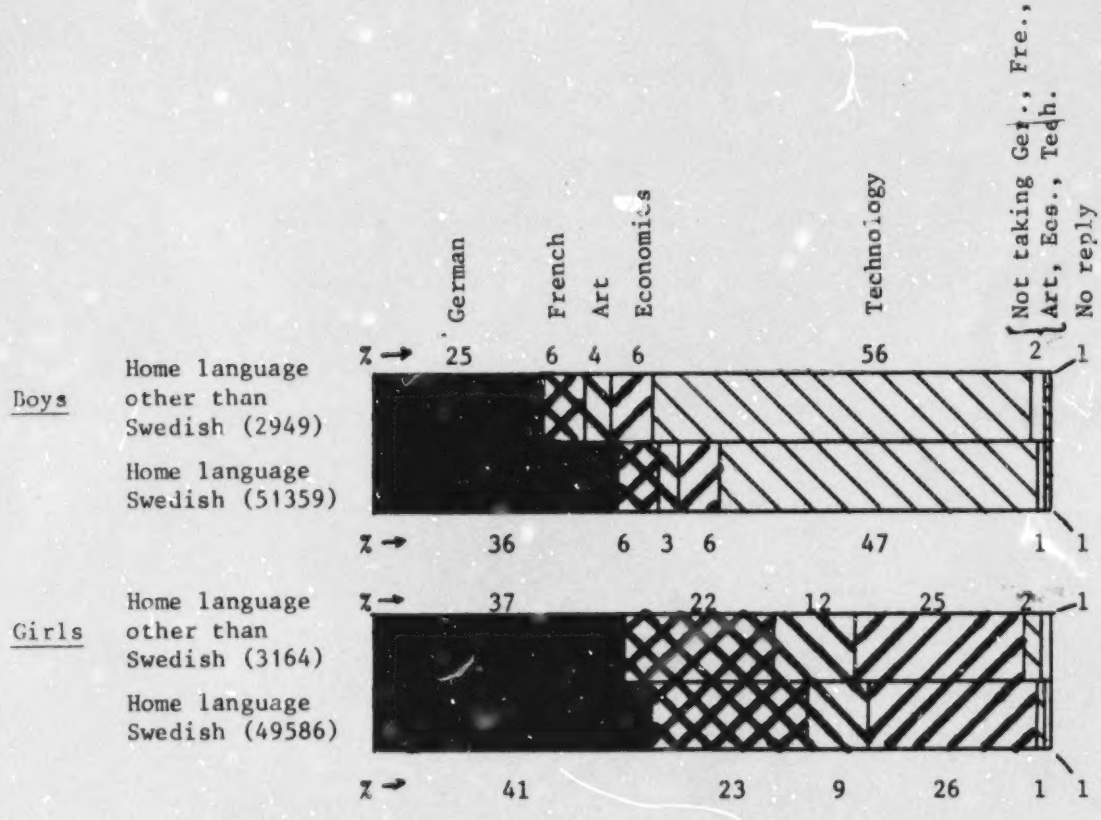
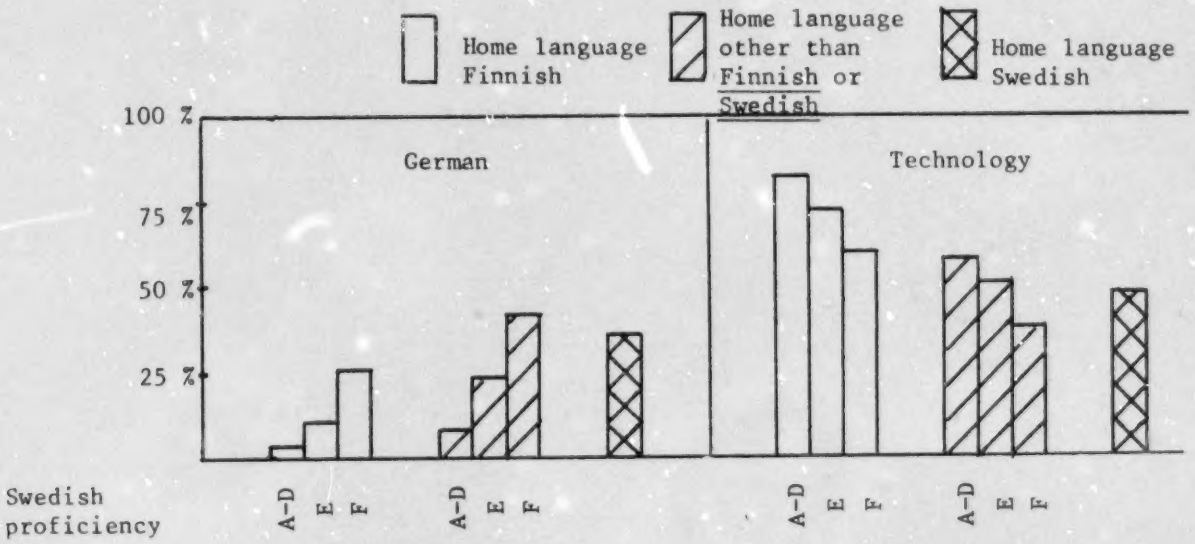

German
French
Art
Economics
Technology
Not taking Ger., Fre., Art, Eco., Tech.
No reply
Boys
Home language other than Swedish (2949)
Home language Swedish (51359)
Girls
Home language other than Swedish (3164)
Home language Swedish (49586)
% → 25 6 4 6 56 2 1
% → 36 6 3 6 47 1 1
% → 37 22 12 25 2 1
% → 41 23 9 26 1 1

Figure 2.2:3 shows that female grade 9 pupils with other home languages and their Swedish-speaking counterparts have fairly similar patterns where optional subjects are concerned. On the other hand, there is quite a considerable difference in this respect between the same two categories of male pupils, with male home language pupils tending more often than their Swedish-speaking counterparts to take technology. The contrary applies where German is concerned.

Figer 2.2:4 Pupils in grade 9 in 1978/79 (only those born in 1963). Proportion of male pupils taking German and technology respectively, by Swedish proficiency etc. (See also App. 6.)



In the male and female groups too, the lower the level of Swedish proficiency, the smaller is the proportion of pupils opting for French or German; see App. 6.

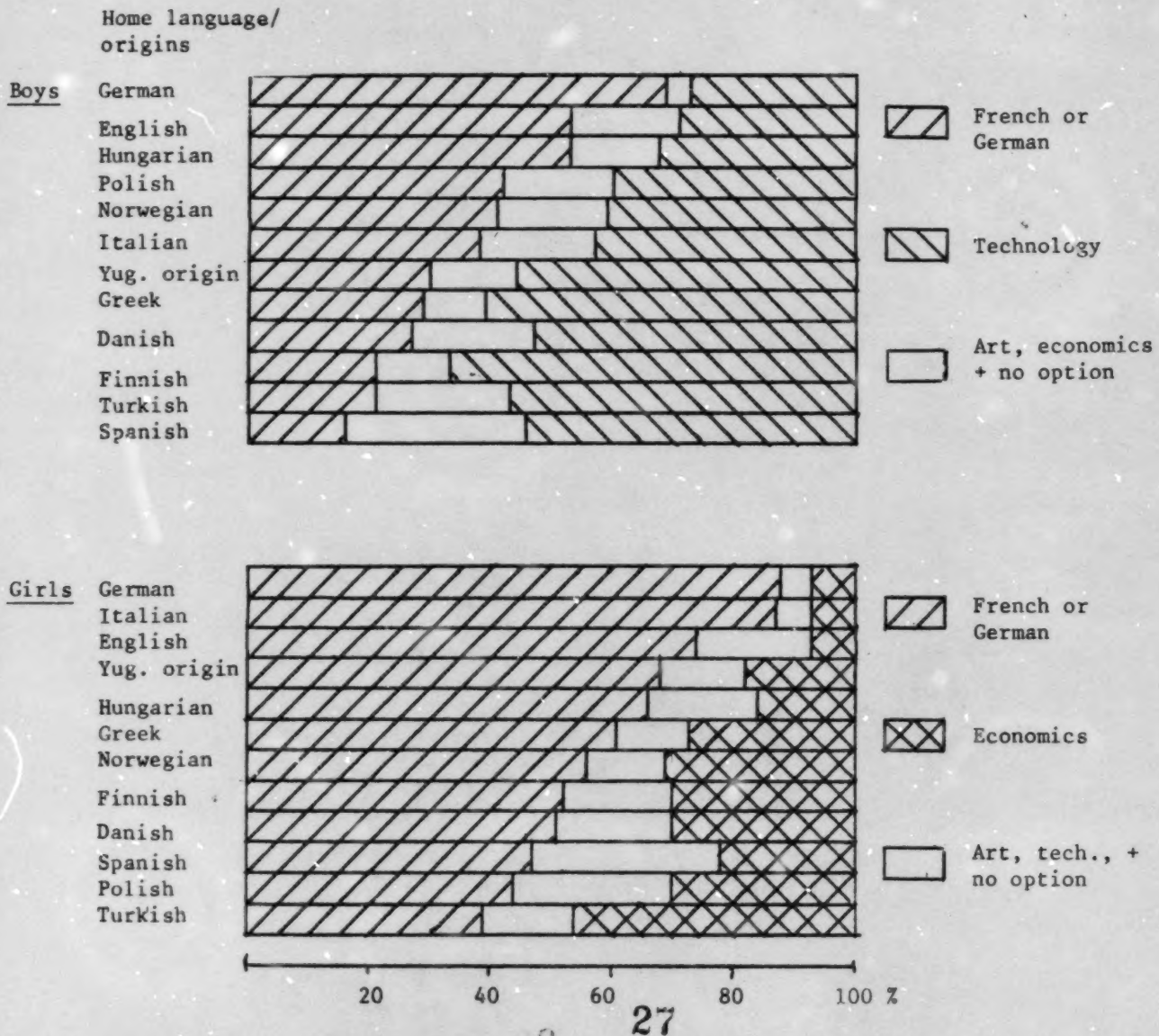
However, differences in the Swedish proficiency of various groups of home language pupils do not account for the whole difference in option patterns. For example, App. 6 shows that pupils whose home language is Finnish and who have a certain level of proficiency in Swedish tend to take French and German less frequently than pupils with other home languages and a similar command of Swedish. This is also reflected by figure 2.2:4. Male Finnish-speaking pupils deviate conspicuously from the others where interest in technology is concerned. More than 80 per cent of male Finnish-speaking pupils with Swedish proficiency ratings A-D opt for this subject. Male Finnish-speaking pupils with a Swedish proficiency rating of F also opt for technology more often than other male home language pupils with Swedish proficiency ratings A-D.

Within the group having Swedish proficiency ratings A-D, it is above all home language pupils with home languages other than Finnish who do not take French, German, art, economics or technology. These pupils presumably take their home language or have auxiliary Swedish lessons while the others are taking optional subjects.

As can be seen from App. 7, the English-speaking, Esthonian-speaking and Czech-speaking home language pupils are the groups, among those specified in the Appendix, with the largest proportion of members taking French or German. Needless to say, a large proportion of pupils in the German-speaking group take German as an optional subject.

The proportion of Assyrian/Syrian and Turkish-speaking pupils taking French or German is relatively small.

Figure 2.2:5 Pupils in grade 9 in 1978/79. Percentages of boys and girls taking various options in grade 9, by home language/origins



The proportion of pupils not taking any optional subject (i.e. presumably taking their home language or receiving auxiliary Swedish lessons instead) is particularly large in the Assyrian/Syrian, Polish-speaking and Spanish-speaking groups.

Figure 2.2:5 shows how the proportion taking French and German in grade 9 varies between male and female pupils in various groups. Here as in App. 8, all pupils have been included irrespective of year of birth. (See also App. 3, table 5.)

Where male pupils are concerned, the largest proportion opting for technology occurs in the Finnish-speaking group.

Among the female pupils, the Turkish-speaking group has the smallest proportion taking French or German and the largest proportion taking economics.

2.3 Adjusted courses of studies at workplaces

Table 2.3:1 Pupils in grade 9 in 1978/79 (only those born in 1963). Proportion with adjusted courses of studies at workplaces in grade 9, by home language pupils and pupils with Swedish as their home language.

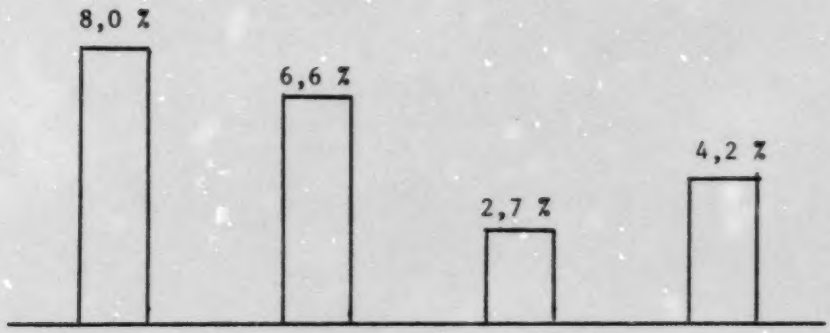
Home language Swedish proficiency	No. in grade 9	Whereof proportion with adjusted courses of studies at workplaces
All pupils with home languages other than Swedish	6 116	4.2 %
Pupils having Swedish as their home language	100 946	4.3 %

The proportion of grade 9 pupils in 1978/79 with adjusted courses of studies at workplaces is fairly similar for the whole group of home language pupils compared with pupils having Swedish as their home language, viz 4.2 and 4.3 per cent respectively.

The pupils were also asked in the questionnaire whether their studies were adjusted through the replacement of certain subjects by others. This part of the question was probably misinterpreted and answered in the affirmative by some pupils who had received auxiliary instruction, special instruction

or home language instruction at the same time as the other pupils in their classes had had lessons in another subject. This probably applies above all to the home language pupils. No use has therefore been made here of the replies to this part of the question.

Figure 2.3:2 Pupils in grade 9 in 1978/79 (only those born in 1963). Percentage with adjusted courses of studies at workplaces in grade 9, by home language pupils with various Swedish proficiency ratings



Swedish language proficiency	A-D	E	F	
Total no. pupils	822	1 131	4 164	100 946
	Home language other than Swedish			Home language Swedish

The percentages with adjusted courses of studies at workplaces vary appreciably between home language pupil groups with different Swedish proficiency ratings; see figure 2.3:2. Out of 822 pupils who do not speak very good Swedish (= ratings A-D), 8.0 per cent had adjusted courses of studies at workplaces in grade 9, as against only 2.7 per cent of the 4 164 pupils with the same command of Swedish as the average Swedish pupil (= rating F).

Table 2.3:3 Pupils in grade 9 in 1978/79 (only those born 1963). Percentages of boys and girls with adjusted courses of studies in grade 9.

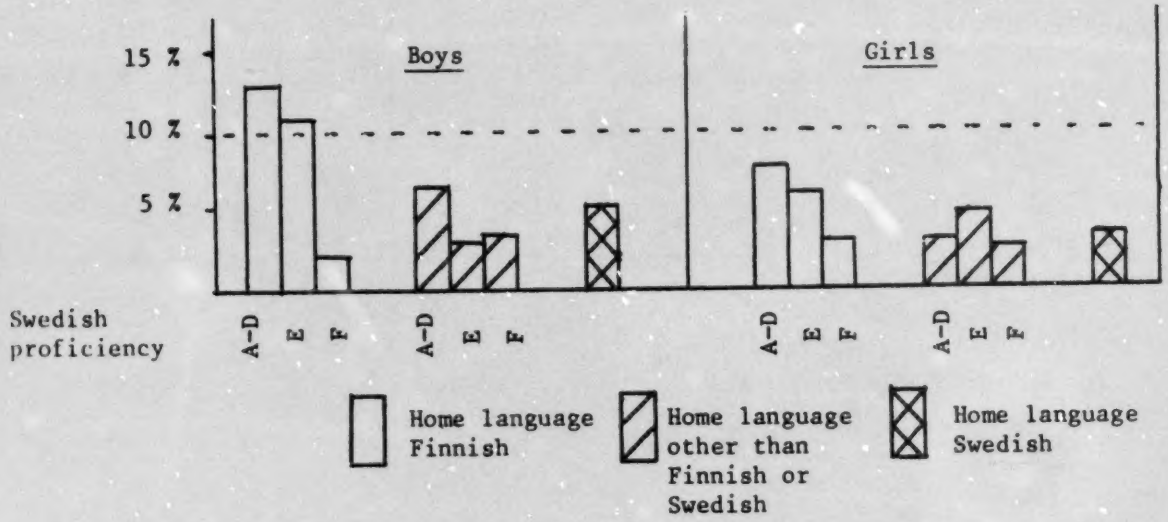
	No. in grade 9	Whereof proportion with adjusted courses of studies at workplaces
Boys		
All with home languages other than Swedish	2 949	4.9 %
Home language Swedish	51 359	5.3 %
Girls		
All with home languages other than Swedish	3 167	3.5 %
Home language Swedish	49 586	3.4 %

Male pupils tended more often than female pupils to have adjusted courses of studies at workplaces. As can be seen from table 2.3:3, this applies both to home language pupils and to pupils whose home language is Swedish.

It is impossible to give the proportion of pupils with adjusted courses of studies at workplaces by home languages/origins, because the pupils taking such courses are so few in number that many language groups are only represented by the occasional pupil, if that.

Figure 2.3:4, however, specifies the percentages of Finnish-speaking and other pupils taking adjusted courses of studies at workplaces, added to which each group has been divided by sex and Swedish proficiency. But the number of pupils taking adjusted courses of studies at workplaces is so small that one has to be careful about basing any conclusions on minor differences of column height. Finnish-speaking pupils tend to have adjusted courses of studies more frequently than other home language pupils or Swedish-speaking pupils, and this applies to both sexes. Figure 2.3:4 shows that Finnish-speaking pupils not having the same command of Swedish as the average Swedish pupil are particularly numerous participants in adjusted courses of studies at workplaces. Of the male Finnish-speaking pupils with Swedish proficiency ratings A-D, nearly 13 per cent had adjusted courses of studies at workplaces in grade 9. The corresponding figure for female Finnish-speaking pupils was 8 per cent.

Figure 2.3:4 Pupils in grade 9 in 1978/79 (only those born 1963). Percentages of male and female pupils, pupils with various Swedish proficiency ratings etc. taking adjusted courses of studies at workplaces. (Also see App. 9.)



3 How did the pupils fare in the spring of 1980?

All the tables in chapter 3 refer solely to those pupils in grade 3 in 1978/79 who were born in 1963. Pupils repeating grade 9 in 1979/80 were also excluded from that chapter; the reason for this restriction is explained on page 8 of App. 3.

All the data in the present chapter concerning alternative choices, options and adjusted courses of studies at workplaces, as well as data concerning activities in the spring of 1980, are based on the data supplied by the pupils themselves in the questionnaire; see App. 11.

3.1 Pupils taking various alternative courses

Table 3.1:1 shows home language pupils and pupils with Swedish as their home language, divided into four groups according to the alternative courses they took in grade 9.

Home language pupils and pupils with Swedish as their home language having the same combination of alternative mathematics and English courses show roughly the same breakdown in terms of upper secondary school lines one year after compulsory school; see table 3.1:1.

The majority of both home language pupils and Swedish-speaking pupils combining special mathematics and special English in grade 9 are now taking a three or four-year line of upper secondary school.

Another thing common to both home language pupils and pupils with Swedish as their home language is that those taking general mathematics and general English very seldom take three or four-year lines of upper secondary school. In the case of both these categories, the group combining general mathematics and general English is also the group with the largest proportion of gainfully employed persons and job applicants. The overwhelming part of those who combined general mathematics and general English and who went on to upper secondary school are taking a two-year vocational line.

6 per cent of the home language pupils combining general mathematics and general English were job applicants one year after leaving compulsory school, as against 4 per cent of the pupils whose home language was Swedish.

Slightly more home language pupils than Swedish-speaking pupils have stated that they are studying outside the upper secondary school system.

The various sub-groups of home language pupils, divided according to Swedish proficiency, who have only taken special courses have roughly the same large proportion of members taking three and four-year lines, irrespective of Swedish proficiency, as among other students taking special English and mathematics courses; see table 3.1:2. The same tendency applies to the connection between line distribution and combination of alternative courses for all groups of home language pupils with various Swedish proficiency ratings. It should be noted, however, that the proportion of home language pupils with Swedish proficiency ratings A-D who took general courses only and are now job applicants is relatively high (8 %), at the same time as the proportion of these pupils going on to upper secondary school is quite low.

Table 3.1:1 Pupils in grade 9 in 1978/79 (only those born in 1963). Breakdown of activities, spring 1980, of pupils taking various combinations of alternative courses in grade 9; home language pupils and pupils whose home language is Swedish.

Course chosen in compulsory school Home language	Spring 1980, taking						Gainfully employed spring 1980	Job applicants spring 1980	Other occupations	Total	
	3-4-year line	2-yr theoretical line	2-yr vocational line	Specialized course	Total in upper sec. school	Other education (not compulsory school)					No. in grade 9
	%	%	%	%	%	%	%	%	%	%	
Special English + special mathematics											
Home language other than Swedish	52	12	21	3	87	2	9	1	1	100	2 634
Home language Swedish	55	14	20	2	91	1	7	1	0	100	49 213
Special English + general mathematics											
Home language other than Swedish	15	16	35	4	70	3	22	3	2	100	985
Home language Swedish	16	22	34	4	76	2	20	2	1	100	13 781
General English + special mathematics											
Home language other than Swedish	4	13	53	6	76	3	17	3	2	100	363
Home language Swedish	3	13	59	4	79	1	19	1	0	100	6 913
General English + general mathematics											
Home language other than Swedish	1	7	42	7	57	3	32	6	2	100	1 945
Home language Swedish	0	7	44	5	57	2	35	4	2	100	29 336

Table 3.1:2 Pupils in grade 9 in 1978/79 (only those born in 1963). Breakdown of activities, spring 1980, of pupils taking various combinations of alternative courses; home language pupils with various Swedish language proficiency ratings.

Course chosen / Swedish proficiency		Spring 1980, taking						Gainfully employed spring 1980	Job applicants spring 1980	Other occupations	Total	
		3-4-year line	2-yr theoretical line	2-yr vocational line	Specialized course	Total in upper sec. school	Other education (not compulsory school)					No. in grade 9
		%	%	%	%	%	%	%	%	%	%	
Spec. English + Spec. mathematics	A-D	43	x	22	x	75	6	16	x	x	100	143
	E	42	19	26	x	89	x	7	x	x	100	363
	F	54	11	20	3	88	1	9	1	1	100	2 129
Spec. English + Gen. mathematics	A-D	x	x	x	x	52	x	32	x	x	100	50
	E	9	17	42	x	73	x	20	x	-	100	172
	F	16	16	34	3	69	3	22	4	2	100	763
Gen. English + Spec. mathematics	A-D	x	x	40	x	80	-	x	x	x	100	85
	E	x	x	55	x	72	x	x	x	-	100	65
	F	x	14	58	x	76	x	17	x	x	100	213
Gen. English + Gen. mathematics	A-D	x	6	32	10	49	4	35	8	4	100	426
	E	x	7	45	6	59	3	29	6	3	100	508
	F	x	8	45	6	59	3	32	5	x	100	1 011

x indicates 13 pupils or less
- indicates 0 pupils
0 % indicates less than 0.5 per cent

Table 3.1:3 shows the situation, one year after leaving compulsory school, of young persons with various home languages and various combinations of alternative courses. Only the larger groups have been included, and the table is confined to the two commonest combinations: special mathematics + special English and general mathematics + general English.

Among home language pupils who took special mathematics and English courses, it is above all the Finnish-speaking and Danish-speaking groups in the table that are gainfully employed one year after leaving compulsory school. The proportion taking three and four-year lines is smaller in these groups than in the other separately accounted groups. Of the groups listed in table 3.1:3 as taking special courses, the Danish-speaking and Spanish-speaking groups have the smallest proportion of members studying at upper secondary school.

Among pupils who took general English and mathematics courses in grade 9, the Danish-speaking, Finnish-speaking and Greek-speaking groups have fewer representatives studying at upper secondary school one year after compulsory school than other groups. Among those who took general courses only, the number of job applicants one year after compulsory school is somewhat greater in the Finnish-speaking group than in the group whose home language is Swedish.

Table 3.1:3 Pupils in grade 9 in 1978/79 (only those born in 1963). Breakdown of activities, spring 1980, of pupils taking various combinations of alternative courses in grade 9; pupils with various home languages/of various origins.

Course chosen / Home language/ origins		Spring 1980, taking						Gainfully employed spring 1980	Job applicants spring 1980	Other occupations	Total	
		3-4-year line	2-yr theoretical line	2-yr vocational line	Specialized course	Total in upper sec. school	Other education (not compulsory school)					No. in grade 9
		%	%	%	%	%	%	%	%	%	%	
Spec. Eng.	Danish	37	15	23	x	78	x	16	x	x	100	138
Spec. maths	Finnish	45	12	27	2	86	2	10	1	x	100	1 321
	Greek	68	x	x	-	89	x	x	-	-	100	73
	Yugoslav. origin	55	15	19	x	92	x	x	x	-	100	185
	Norwegian	60	x	25	x	98	-	x	x	-	100	84
	Spanish	57	x	-	x	71	-	x	x	-	100	42
	German	66	9	15	x	92	x		x	x	100	285
	Swedish	55	14	20	2	91	1	7	1	0		49 213
Gen. Eng.	Danish	-	x	38	x	50	x	41	x	x	100	175
Gen. maths	Finnish	x	6	51	5	54	4	34	7	2	100	1 170
	Greek	-	x	31	x	52	x	37	x	-	100	65
	Yugoslav. origin	x	x	54	x	73	x	16	x	x	100	133
	Norwegian	-	x	48	x	65	x	x	x	x	100	62
	Spanish	x	x	x	x	61	x	x	x	x	100	44
	German	x	16	41	x	64	x	25	x	-	100	100
	Swedish	0	7	44	5	57	2	35	4	2	100	29 336

x indicates 15 pupils or less
- indicates 0 pupils
0% indicates less than 0.5 per cent

3.2 Pupils taking adjusted courses of studies at workplaces

Among pupils stating that they had adjusted courses of studies at workplaces in grade 9, the proportion studying at upper secondary school one year after compulsory school is larger among home language pupils than among pupils whose home language is Swedish; cf. figure 3.2:1.

The proportion of job applicants among those who have had adjusted courses of studies at workplaces is equally high (9 %) for both home language pupils and pupils whose home language is Swedish.

Figure 3.2:1 Pupils in grade 9 in 1978/79 (only those born in 1963). Activities, spring 1980, of those who had adjusted courses of studies at workplaces in grade 9; home language pupils and pupils whose home language is Swedish. (Also see App. 10.)

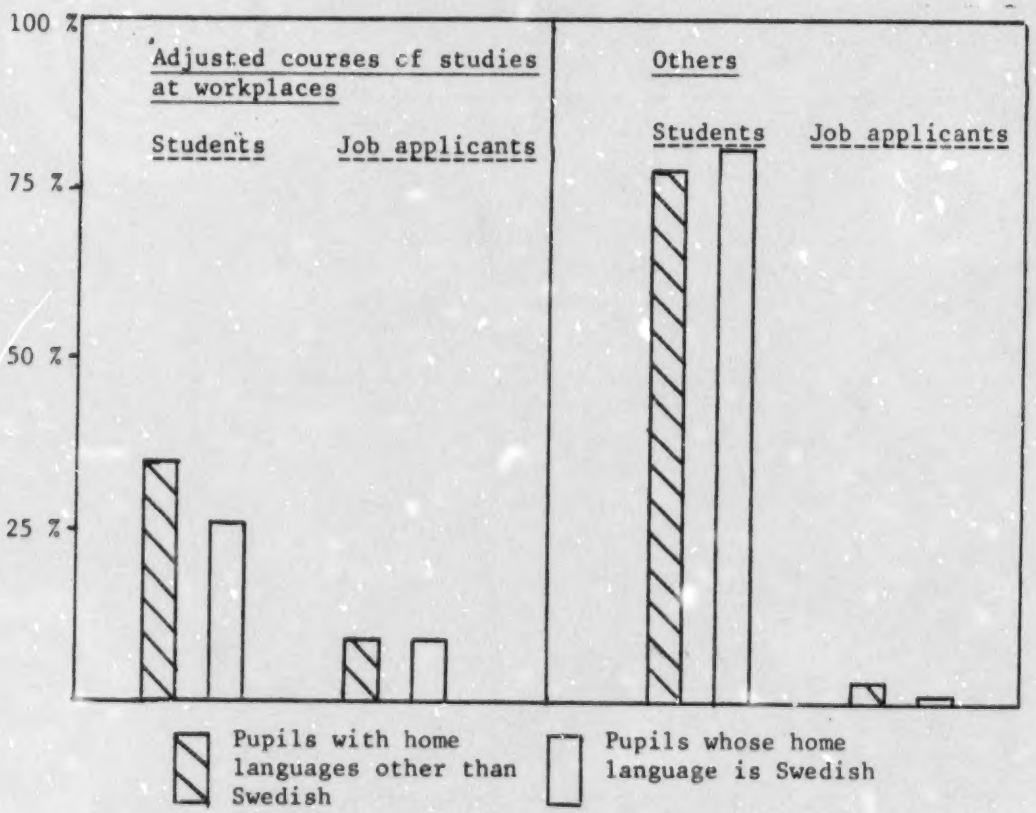


Table 3.2:2 Pupils in grade 9 in 1978/79 (only those born in 1963). Activities, spring 1980, of those who had adjusted courses of studies at workplaces in grade 9; home language pupils with various Swedish language proficiency ratings.

Swedish proficiency	No. in grade 9		Percentages of grade 9 pupils studying, spring 1980	
	Adjusted course of studies at workplaces	Others	Adjusted course of studies at workplaces	Others
A - D	66	756	39 %	64 %
E	75	1 056	31 %	78 %
F	114	4 050	36 %	80 %

Tables 3.2:2 and 3.2:3 do not give the percentage of job applicants because such figures can only be based on a small number of pupils in the sub-groups taking adjusted courses of studies at workplaces. Note that tables 3.2:1 - 3.2:3 also include persons studying outside the upper secondary school system.

Table 3.2:2 shows that there are no clear differences between groups of home language pupils with various Swedish proficiency ratings as regards the percentage now studying out of those who took adjusted courses of studies at workplaces. Among pupils who did not take these adjusted courses, however, the tendency is for pupils with inferior knowledge of Swedish to study less than others.

Table 3.2:3 Pupils in grade 9 in 1978/79 (only those born in 1963). Activities, spring 1980, of those who had adjusted courses of studies at workplaces in grade 9; Finnish-speaking pupils and others.

Home language Swedish proficiency	No. in grade 9		Percentage of grade 9 pupils studying, spring 1980	
	Adjusted course of studies at workplaces	Others	Adjusted course of studies at workplaces	Others
Finnish				
A - D	44	350	30 %	57 %
E - F	116	2 825	36 %	77 %
Other home language pupils				
A - D	23	403	x	71 %
E - F	72	2 283	31 %	83 %

x indicates 15 pupils or less

There is no clear difference between Finnish-speaking pupils and other home language pupils regarding the proportion of those with adjusted courses of studies at workplaces in grade 9 who are studying one year after leaving compulsory school; se table 3.2:3.

The concept of the immigrant pupil

There are various possible definitions of the group commonly referred to as "immigrant pupils". For example, it can be taken to include all pupils of foreign nationality. One drawback to this definition is that the group then fails to include naturalized immigrants. Another disadvantage is that the group of pupils of foreign nationality can include pupils who speak Swedish at home and whose cultural background differs very little from that of the Swedish pupils.

Another way of defining immigrant pupils as a group is in terms of parental antecedents and cultural background. One disadvantage of this latter difinition is that particulars of this kind concerning parents can be difficult to come by. If one goes by parental antecedents only, a large group of pupils who do not regard themselves as immigrants are liable to be included.

One important requirement from the school viewpoint is for the definition to delimit a group of pupils who are liable to encounter difficulties at school because of their immigrant background. The fact of a pupil having a home language other than Swedish (i.e. speaking a language other than Swedish at home) can cause difficulties at school, e.g. difficulties of comprehension and expression. A pupil with a home language other than Swedish is also likely to have a different cultural background from that of the average Swedish pupil. These are some of the reasons why the group entitled "pupils having a home language other than Swedish" has been selected for study in this inquiry. This group also includes children belonging to native Swedish minorities such as the Lapps, the Finnish-speaking population of Tornedalen and Gypsies.

Instead of "immigrant pupils", the presentation of findings consistently employs the term "pupils with home languages other than Swedish", variously abbreviated "pupils with other home languages" or "home language pupils".

In recent years the Central Bureau of Statistics (SCB) has changed its statistical terms of reference from "immigrant pupils" to "pupils with home languages other than Swedish". It should be emphasized, however, that pupils with immigrant backgrounds constitute the great majority of pupils having home languages other than Swedish. The Finnish-speaking group too is overwhelmingly dominated by pupils of Finnish origin.

Collection and processing

The register of home language pupils

Work on this report has been based on a register of all young persons with home languages other than Swedish who were in grade 9 of compulsory school in the 1978/79 school year.

In order to compile a register of pupils with home languages other than Swedish, material has been used which is produced in connection with SCB's annual inventory of the number of pupils having home languages other than Swedish.

In order, therefore, to obtain individualized data concerning the pupils with home languages other than Swedish, the list of pupils with such home languages which is compiled in connection with the SCB statistics and is not normally collected centrally has had to be collected from each class in grade 9. Individualized data are needed, for example, so as to make it possible for a questionnaire form to be sent to each of the pupils. The SCB statistics are collected late in the autumn, which means that the data collected apply more particularly to home language pupils in grade 9 halfway through the 1978/79 school year.

Permission was obtained from the Data Inspectorate to collect and compile a register of these pupils with home languages other than Swedish who were in grade 9 in the school year 1978/79. The data in the register are protected under the Secrecy Act, which means that everybody using the register must observe full discretion.

Representatives of various immigrant organizations were invited to an information meeting concerning the purpose of this follow-up project. The representatives of the organizations stated on this occasion that it was very important for the project to be carried out, and they had no objections to the project being conducted with the aid of an individualized register of the kind described above.

The register of pupils with home languages other than Swedish in grade 9 in 1978/79 will hereinafter be termed the home language pupil register. This register contains the following particulars concerning each pupil included: national registration number, sex, home language, proficiency in Swedish, participation or non-participation in home language instruction, home language study guidance or auxiliary Swedish lessons, and in the case of pupils not participating in home language instruction, particulars as to whether or not they wished to do so. The grading of the pupils' proficiency in Swedish is explained in greater detail in section 1.1.

This survey deals only with pupils having home languages other than Swedish. As mentioned earlier, the survey population includes certain minorities with non-Swedish home languages but of Swedish descent. On the other hand it does not include those pupils whose main home language is Swedish but who are included in the register of home language pupils and need auxiliary Swedish lessons because they have attended school abroad or because they have at least one parent/guardian who speaks or has spoken a home language other than Swedish.

SCB has compiled the home language pupil register in such a way that a separate account can only be given of the 22 sub-groups separately presented in SCB's regular statistics concerning pupils with home languages other than Swedish. In addition to the 22 sub-groups, "other pupils with home languages other than Swedish" can be divided into at least 30 groups, but each of these groups is generally smaller than the least of the 22 groups accounted separately.

SCB follow-up of compulsory school pupils

Questionnaires are dispatched with some regularity by SCB to young persons about one year after they leave compulsory school. Among other things these questionnaires contain questions concerning the young persons' activities at the time of the investigation, their activities since leaving compulsory school, their plans for the future and certain aspects of compulsory school instruction. The follow-up carried out in March 1980 focussed particularly on pupils with home languages other than Swedish. Questionnaires were sent to practically all pupils in the register of home language pupils. Half of the Finnish-speaking pupils who had been admitted to upper secondary school did not receive questionnaires. The non-recipients were selected by a random procedure.

The questionnaire was also distributed to a number of randomly selected persons born in 1963. Most people born in that year left compulsory school in the spring of 1979. The number of persons born in 1963 and receiving the questionnaire was roughly the same as the number of home language pupils receiving it.

The questionnaire forms distributed to these two groups - the home language pupils and the young persons born in 1963 - were identical except for page four, which contained special questions addressed to the home language pupils concerning home language instruction, auxiliary Swedish lessons etc.; see App. 11. The questions on page 4 addressed solely to the pupils born in 1963 will not be processed by the NBE as part of the project "Immigrant children in school and in the labour market".

The data register of the total population (RTB), selected for persons born in 1963, was used as a selective frame for persons born that year.

The SCB register of applicants for and persons admitted to upper secondary school was drawn on for data concerning the persons in the selective frame who had started at upper secondary school in the autumn term of 1979 and concerning the lines or specialized courses to which they were admitted. These and other data in the selective frame were used to divide the 1963 population into 13 strata by sex and line or specialized course of admission. A simple random sample was taken from each stratum.

The study included three reminders to non-respondents.

By 12th May 81 per cent of the sample from the 1963 population and 72 per cent of the sample from the home language pupil population had replied to the questionnaire. Of those who had not replied by this date, a random sample was taken from each stratum for non-response follow-up. The persons thus selected were contacted and interviewed by telephone on the basis of the questionnaire form. These interviews took place between 2nd and 27th June. Telephone replies were obtained from 61 per cent of the non-response sample in the 1963 population and 67 per cent of the non-response sample in the home language population. (Also see App. 3.)

The consistency of the answers has been checked, with the aid of the computer. This check included all questionnaire replies, and the questionnaires were subsequently corrected in such a way that contradictory answers were adjusted as plausibly as possible.

The data supplied in the questionnaire come under the Secrecy Act. Only the persons engaged on the survey at SCB are allowed to see the individual replies. The personnel engaged on the questionnaires at SCB are duty bound to treat the answers in confidence. The results of the survey are presented in the form of tables in which it is impossible to distinguish particulars concerning individual persons.

Quality auditing etc.

The results of statistical surveys are always subject to a degree of uncertainty due to various sources of error. In the case of the 1980 compulsory school follow-up, particular attention should be paid to uncertainty stemming from errors of coverage, sampling errors, non-response errors, errors or measurement and processing, and partial non-response.

Errors of coverage

Errors of coverage are due to the sampling frame not tallying exactly with the survey population.

In the case of the 1963 population, errors of coverage may occur due to errors in the total population register (RTB), but the effects of these errors are probably negligible. (The few persons in the sample whom it has not been possible to trace owing to errors concerning national registration numbers and suchlike have been defined and treated as non-respondents.)

Where the home language pupils are concerned, one cannot disregard a certain effect of errors of coverage. Despite intensive registration work, the register of home language pupils cannot be presumed free from errors. The entire material on which the register was based comprised 7 537 pupils (including 607 whose home language is Swedish and who are not affected by this survey). Of these, 82 (1.1 per cent) were excluded from the sampling frame for compulsory school follow-up because they lacked national registration numbers or their numbers were incorrect. Thus the sampling frame came to include 7 455 pupils. When these were matched with RTB for addresses, there were 104 RTB misses (i.e. the national registration numbers of the persons concerned were not found in RTB). These RTB misses have been defined and treated as non-respondents. Some of the 104 pupils concerned have presumably emigrated. Most of the RTB misses comprise non-Finnish-speaking home language pupils.

Sampling errors

Figures have been rounded off upwards for inclusion in the table, and allowance has been made for the sampling procedure. The pupils excluded from the sample (but included in the sampling frame) are in principle presumed to have answered in the same way as those who replied to the questionnaire.

Non-Finnish-speaking home language pupils are also affected by this type of error, even though the questionnaire was sent to all of them, because a selection was made from those who had not replied to the questionnaire by post.

The uncertainty due to the sampling error (and other random, uncorrelated errors) can be expressed by means of a confidence interval. Somewhat improperly speaking, we may say that if this questionnaire survey had been repeated a large number of times, the result of 95 per cent of the surveys would come within a 95 per cent confidence interval.

The magnitude of the confidence interval is dependent on sampling and estimation procedure, the size of the sample, the size of the group accounted for, and the variation of the population relating to the variable under consideration. Considerations of time and expense precluded the calculation of the various variables in the 1980 compulsory school follow-up. Some rough estimates were made, however, for proportional ratings. These are based on the somewhat unrealistic assumption that the proportion sought is roughly the same in all strata and respondent groups. The results of this calculation are set out in the table below.

Table 1 Examples of confidence intervals

Population group	Size of the separately reported group	95 % confidence interval if the proportion of the separately accounted group reported as replying in a particular way is:		
	No. pupils	5 %	10 %	30 %
Finnish-speaking home lang. pupils not admitted to upper secondary school	1 088	4 - 6 a)	9 - 11	29 - 31
	326	3 - 7	8 - 12	26 - 34
	109	2 - 8	6 - 14	23 - 37
	54	1 - 9	4 - 16	20 - 40
Pupils with home languages other than Finnish or Swe., not admitted to upper sec. school (c)	1 120	4.6-5.4	9 - 11	29 - 31
	336	4 - 6	9 - 11	28 - 32
	112	3 - 6 b)	8 - 12	27 - 33
	56	3 - 7	7 - 13	26 - 34
All pupils with home lang's other than Swe. or Finnish (c)	3 788	4.7-5.3	9.6-11.4	29 - 31
	1 136	4 - 6	9 - 11	29 - 31
	379	4 - 6	9 - 11	28 - 32
	189	4 - 6	8 - 12	27 - 33

a) If a table in the report shows that about 1 000 pupils whose home language is Finnish and who were admitted to upper secondary school replied to a question in a particular way, there is a 95 per cent probability of the true proportion (if there was no sampling and no non-response being between 4 and 6 per cent.

b) If a table in the report states that about 50 pupils replied in a particular way to a question addressed to a sub-group constituting one-tenth of the group of non-Finnish-speaking

home language pupils not admitted to upper secondary school, there is a 95 per cent probability of the true proportion (if there was no sampling and no non-response) being between 3 and 7 per cent.

c) Certain pupils having Swedish as their home language and needing auxiliary Swedish instruction have been included, however. (They are not included elsewhere in the report.)

The smaller the group, the greater is the uncertainty (confidence interval) regarding the percentage of that group giving a particular answer to a particular question. Where small groups are concerned, for example, a single pupil in the non-response sample can constitute several per cent of the entire group.

Non-response errors

Non-response follow-up has probably served to reduce the non-response error substantially, but the unavoidable non-response in the non-respondent follow-up can have misleading results if, as regards the replies to the questionnaire, it deviates from those given by the respondents in the non-respondent follow-up.

In the non-respondent follow-up, a sample for telephone follow-up was made among those not replying by post. Part of this sample was reached by telephone and replied to the questionnaire. The answers from the telephone interviews have been weighted in such a way that they have been made to represent all those who did not reply by post (both respondents and non-respondents). The principle is, for example, that if the number of pupils in a group who did not reply to the questionnaire is 100 and the number of these pupils replying by telephone is 50, the answers received by phone are counted double when compiling the table. Thus the 50 who did not answer by phone are presumed to have replied in the same way as the 50 who did.

Table 2, below, shows the numbers by which the answers given by the telephone respondents have been increased in order to make up for those who did not reply. Each telephone respondent has been placed in one of the eight groups (strata) presented in table 2. All replies within a given stratum have been increased by the same number, irrespective of home language, for example. Rough estimates have shown that the end result would not be appreciably different if special upward adjustment factors were to be used for the various language groups instead.

Table 2

Stratum	Upward adjustment factor
Boys with Finnish as their home language, not admitted to upper secondary school	2,6404
Girls with Finnish as their home language, not admitted to upper secondary school	2,8143
Boys with Finnish as their home language, admitted to upper secondary school	4,3372
Girls with Finnish as their home language, admitted to upper secondary school	3,5967
Boys with home languages other than Finnish, not admitted to upper secondary school	2,1024
Girls with home languages other than Finnish, not admitted to upper secondary school	1,8235
Boys with home languages other than Finnish, admitted to upper secondary school	2,1212
Girls with home languages other than Finnish, admitted to upper secondary school	2,4615

The non-response error depends on the proportion of dropouts and on the difference between the non-respondents and the respondents. The larger tne proportion of non-respondents in the telephone follow-up, the greater will be the uncertainty caused by the dropout.

Table 3 shows the number receiving the questionnaire and the proportion of recipients replying by post, replying by telephone and not replying at all where small groups are concerned. The proportion replying in a certain way to a certain question can therefore vary by several per cent in small groups, depending on which pupils one happened to get hold of in the telephone follow-up. This is one reason why proportions of groups numbering less than 40 pupils are never specified in the report.

Table 3

Home language/origins	Percentage replying by post	Pupils not replying by post		Total: All recipients	
		Percentage replying by phone	Percentage non-response		
	%	%	%	%	No.
Arabic	71	12	16	100	49
Assyrian/Syrian origin	65	16	19	100	75
Danish	67	15	18	100	456
English	69	14	17	100	181
Esthonian	79	13	8	100	71
Finnish	71	12	17	100	2 378
French	69	17	14	100	29
Greek	61	18	20	100	192
Dutch	63	20	17	100	30
Icelandic	65	8	27	100	26
Italian	76	8	15	100	136
Yugoslavian origin	69	15	16	100	482
Norwegian	64	17	19	100	208
Polish	73	11	15	100	97
Portuguese	73	14	14	100	37
Romany	8	33	58	100	12
Lappish	57	17	26	100	23
Spanish	53	23	24	100	191
Czech	91	6	2	100	47
Turkish	56	23	21	100	126
German	76	11	13	100	540
Hungarian	75	13	12	100	180
Other pupils with home languages other than Swedish	74	9	17	100	148
All pupils with home languages other than Swedish	70	14	17	100	5 714

As has already been mentioned, the 104 pupils whose national registration numbers have not been found in RTB are included in the non-response (i.e. among non-respondents as per table 2). As has already been made clear, most of these 104 are non-Finnish-speaking home language pupils.

The non-respondents have also been made to include 37 pupils who have been traced in RTB and are known to have migrated. Most of these 37 are non-Finnish-speaking home language pupils. The non-respondents in table 3 probably include a few more, over and above the 37, who have emigrated.

The non-respondents include 57 home language pupils who expressly refused to reply. In keeping with a decision by the Data Inspectorate, these pupils have been removed from the register of home language pupils.

Errors of measurement and processing and partial non-response

We know very little concerning the magnitude and effect of the errors of measurement, but a minor study of such errors was undertaken in connection with the 1977 compulsory school follow-up. A sample of subjects was first interviewed in connection with the reference week and then once more roughly simultaneously with the normal dropout follow-up a few weeks later.

A comparison of the replies received on the two occasions revealed a fairly large proportion of deviating replies. For example, the deviation for the question as to whether, and if so when, the subjects had left compulsory school (three alternative answers) was 5 per cent, while for the question concerning the present occupations of those who were gainfully employed (ten occupational categories), it was no less than 21 per cent. These deviations, however, did not seem to be systematic. The response distributions based on the respective interview dates were roughly the same.

Analysis of the study concerning errors of measurement has resulted in various improvements to the form, but it has presumably not been possible to reduce the uncertainty attaching to the classification of occupations. This uncertainty arises out of the actual data collection procedure and also out of the way in which data are encoded. The errors probably do not have any appreciable effect at aggregated level, but they can have an important bearing on studies of variable relations. (The problem of occupational classification does not affect this part of the report.)

With the exception of encoding, the errors of processing are judged to be small and to have no effect on the end results.

The errors of measurement can also be taken to include what is termed partial non-response, i.e. non-response to individual questions. The size of this partial non-response has been indicated in some of the tables. In cases where respondents have stated that they are studying but have failed to specify their line of upper secondary school, this information has been obtained from the SCB register of persons applying for and admitted to upper secondary school. (The latter has no bearing on this interim report.)

Comparison of the number of pupils in the register of home language pupils and the number receiving the questionnaire etc.

The number of pupils in grade 9 in 1978/79 according to the register of home language pupils differs somewhat, both in total figures and for individual languages, from the number of pupils in grade 9 the same year according to the regular SCB statistics published in Statistiska meddelanden U 1979:16. A description of this difference and the reasons for it will be found on page 14 of Interim Report no. 1 in this series.

Column 2 of table 4 shows, by home language/origins, the numbers of pupils in the register of home language pupils to whom questionnaires (see App. 4) were dispatched in March 1980.

The number of pupils with Finnish as their home language who received a questionnaire is far smaller than the number of pupils of this category in the register of home language pupils, the reason being that questionnaires were only sent to a sample of the Finnish-speaking pupils admitted to upper secondary school.

As regards other, non-Finnish-speaking home language pupils, the numbers of pupils in most groups receiving questionnaires fall short of the corresponding number in the register of home language pupils (see table 4), the reason being that no questionnaires were received by the eighty or so pupils in the home language pupil register whose national registration numbers were missing.

The heading of the second column in table 4 ("No. receiving the questionnaire") is something of a misnomer, because the pupils in this column include the 104 who have national registration numbers but could not be traced in RTB, with the result that their addresses were unobtainable and they did not receive a questionnaire. These pupils, however, are treated purely technically in the SCB calculations as though they had received questionnaires but not replied. Despite this slight impropriety, the group in column 2 will be referred to as the "No. pupils receiving the questionnaire".

Not all the 5 714 recipients replied to the questionnaire. To estimate the breakdown of a hypothetical complete response, data supplied by those who answered by telephone have been adjusted upwards in the manner described in the section on non-response. The method of upward adjustment is for the total number of answers from each sub-group to be adjusted upwards so as to tally in principle with the number receiving the questionnaire plus the Finnish-speaking pupils not included in the sample (= 6 996). The reason for the adjusted total number of pupils not equalling 6 996 is that the pupils for whom Swedish proficiency ratings are lacking (40 approx.) have still not been included.

There is a difference between the upwardly adjusted total number of pupils having individual home languages and the corresponding number receiving the questionnaire. In percentage terms, this difference is sometimes greater than the corresponding difference in the total for all home language pupils. This is because the method of upward adjustment described above is rather rough and ready where small groups are concerned.

Table 4 Comparison of number of grade 9 pupils in 1978/79 with home languages other than Swedish with the number of these pupils receiving the questionnaire and the number replying, after compensation for non-response.

Home language/origins	No. in register of pupils with other home lang's	No. receiving the questionnaire	No. replies to questionnaire after compensation for non-response
Arabic	53	49	47
Assyrian/Syrian origin	83	75	69
Danish	458	456	449
English	187	181	177
Esthonian	71	71	76
Finnish	3 673[1)]	2 378[1)]	3 660[1)]
French	30	29	31
Greek	197	192	192
Dutch	30	30	32
Icelandic	26	26	20
Italian	137	136	128
Yugoslavian origin	490	482	484
Norwegian	208	208	209
Polish	99	97	93
Portuguese	38	37	37
Romany	14	12	9
Lappish	23	23	20
Spanish	210	191	187
Czech	47	47	48
Turkish	128	126	129
German	546	540	532
Hungarian	182	180	185
Other pupils with home lang's other than Swe.	165	148	140
All pupils with home lang's other than Swe.	7 095	5 714	6 955

[1)] Questionnaires were sent to only 50 per cent (a random sample) of pupils with Finnish as their home language who were admitted to upper secondary school

But the method of upward adjustment is sufficiently refined to give acceptable results, regarding the percentage replying in a particular way, for groups numbering over 40 pupils.

Comparison of home language pupils with pupils whose home language is Swedish

The reference group of Swedish-speaking pupils used in comparisons with home language pupils comprises the sample of persons born in 1963 (not including persons from the home language pupil register who may have come in this sample).

The reference group of pupils with Swedish as their home language is delineated in such a way that it only comprises those stating, in reply to question 1 in the questionnaire, that they left grade 9 of compulsory school at the end of the spring term 1979 or that they left grade 9 in the 1978/79 school year before the end of the spring term. One aim has thus been to pinpoint those pupils with Swedish as their home language who correspond most accurately to the home language pupils in the home language pupil register (who were thus in grade 9 halfway through the 1978/79 school year). In the report tables, the sample forming the reference group has been adjusted upwards so as to correspond to the total number of pupils possessing the characteristics of the reference group.

Comparisons of home language pupils and pupils having Swedish as their home language are combined, in the case of the former, to those born in 1963 (see table 5).

The comparisons have included none of the home language pupils who replied that they were still attending compulsory school (1 per cent approx.) and who were thus repeating grade 9. These pupils have been excluded because the pupils whose home language is Swedish and who repeated grade 9 in 1979/80 (and ought really to be included in the reference group, since they were in grade 9 in 1978/79) cannot be distinguished from other young persons born in 1963 and reporting that they were attending compulsory school in 1979/80.

Some of the respondents born in 1963 may have given the wrong answer to question 1 in the questionnaire. (For instance, about 3 per cent of the home language pupils gave obviously incorrect answers to question 1.) Consequently the reference group of Swedish-speaking pupils does not exactly match the home language pupils born in 1963, as it was intended to do, but this is unlikely to impair the comparability of the groups substantially.

Table 5 Pupils with home languages other than Swedish in grade 9 in 1978/79. Percentage attaining the age of 16 in 1979.

Home language/origins	Total no. pupils in grade 9	Whereof percentage having their 16th birthdays in 1979
Arabic	53	60 %
Assyr./Syr. desc.	83	52 %
Danish	458	89 %
English	187	78 %
Esthonian	71	92 %
Finnish	3 673	90 %
French	30	77 %
Greek	197	89 %
Dutch	30	90 %
Icelandic	26	92 %
Italian	137	93 %
Yug. desc.	490	88 %
Norwegian	208	92 %
Polish	99	83 %
Portuguese	38	63 %
Romany	14	79 %
Lappish	23	100 %
Spanish	210	78 %
Czech	47	87 %
Turkish	128	73 %
German	546	94 %
Hungarian	182	90 %
Other pupils with home lang's other than Swe.	165	73 %
All pupils with home lang's other than Swe.	7 095	88 %
All pupils 1972/73	106 361	92 %[1]
1975/76	103 435	94 %[2]

[1] Source: Statistiska meddelanden U 1973:20

[2] Source: Statistiska meddelanden U 1976:21

Pupils in grade 9 in 1978/79 (only those born in 1963). Percentages taking special English and mathematics courses in grade 9. By Finnish-speaking and others, sex and Swedish proficiency.

Sex Home language Swedish proficiency	No. in grade 9	Percentage of grade 9 pupils taking special English course %	Percentage of grade 9 pupils taking special mathematics course %
Boys			
Home language Finnish			
Proficiency A - D	256	12	25
Proficiency E	363	36	33
Proficiency F	996	61	60
Others with home lang's other than Swedish			
Proficiency A - D	241	27	38
Proficiency E	252	45	50
Proficiency F	841	68	66
Home language Swedish	51 359	56	60
Girls			
Home language Finnish			
Proficiency A - D	139	23	23
Proficiency E	299	56	34
Proficiency F	1 282	73	48
Others with home lang's other than Swedish			
Proficiency A - D	186	35	37
Proficiency E	217	58	40
Proficiency F	1 045	76	55
Home language Swedish	49 586	70	51

Pupils in grade 9 in 1978/79. Percentages taking special English and mathematics courses in grade 9. By sex and home language/origins

Home language/ origins	Boys			Girls		
	No. in grade 9	Percentage in grade 9 taking spec. Eng. course %	Percentage in grade 9 taking spec. maths course %	No. in grade 9	Percentage in grade 9 taking spec. Eng. course %	Percentage in grade 9 taking spec. maths course %
Danish	210	37	39	239	59	41
English	95	89	64	82	87	61
Finnish	1 801	45	46	1 859	64	43
Greek	94	48	53	98	51	43
Italian	67	58	61	61	82	54
Yug. origin	229	50	55	255	67	45
Norwegian	111	54	53	97	62	45
Polish	43	51	67	50	58	62
Spanish	91	35	42	96	44	35
Turkish	83	33	51	46	33	33
German	241	66	67	291	80	59
Hungarian	85	69	65	100	76	57
All with home lang's other than Swedish	3 424	49	51	3 531	65	46

Pupils in grade 9 in 1978/79 (only those born in 1963). Percentage taking various optional subjects in grade 9. By Finnish-speaking and others, sex, Swedish proficiency

Sex Home language Swedish proficiency	German	French	Art	Economics	Technology	Not taking Ger., Fre., Art, Ec's, Tech.	No response	Total	
	%	%	%	%	%	%	%	%	No.
Boys									
Home language Finnish									
Proficiency A - D	4	0	4	3	82	5	2	100	256
Proficiency E	11	1	5	6	72	5	1	100	363
Proficiency F	26	4	3	6	60	0	-	100	996
Others with home lang's other than Swedish									
Proficiency A - D	9	7	5	9	58	8	3	100	241
Proficiency E	24	7	7	8	51	2	1	100	252
Proficiency F	42	11	4	4	38	0	0	100	841
Home language Swedish	36	6	3	6	47	1	11	100	51 359
Girls									
Home language Finnish									
Proficiency A - D	17	4	17	54	3	4	-	100	139
Proficiency E	27	13	18	35	4	2	-	100	299
Proficiency F	35	24	12	27	1	0	0	100	1 282
Others with home lang's other than Swedish									
Proficiency A - D	16	13	20	35	2	13	2	100	186
Proficiency E	38	15	13	33	1	0	-	100	217
Proficiency F	48	28	8	14	1	1	0	100	1 045
Home language Swedish	41	23	9	26	1	1	0	100	49 586

Pupils in grade 9 in 1978/79. Percentages taking various optional subjects in grade 9, by home languages/origins

Home language/ origins	German	French	Art	Econ-omics	Tech-nology	Not taking Ger., Fre., Art, Ec's, Tech.	No re-sponse	Total	
	%	%	%	%	%	%	%	%	No.
Arabic	11	28	6	21	28	4	-	100	47
Assyr./Syr. origin	17	6	1	28	33	9	4	100	69
Danish	31	9	12	20	26	1	1	100	449
English	28	36	11	5	16	5	1	100	177
Esthonian	49	18	3	7	24	-	-	100	76
Finnish	25	12	9	18	34	2	0	100	3 660
Greek	28	17	5	16	31	2	-	100	192
Italian	29	33	5	6	23	2	-	100	128
Yug. origin	38	12	6	14	27	2	1	100	484
Norwegian	32	15	8	19	22	3	0	100	209
Polish	23	20	11	17	20	9	0	100	93
Spanish	10	22	12	16	27	12	2	100	187
Czech	38	31	6	13	13	2	-	100	48
Turkish	21	6	6	19	36	5	5	100	129
German	64	15	3	5	13	-	0	100	532
Hungarian	45	15	11	10	15	4	-	100	185
All with home lang's other than Swedish	30	14	8	16	29	2	1	100	6 955

Pupils in grade 9 in 1978/79. Percentages of boys taking various optional subjects in grade 9, by home languages/origins

Home language/ origins	German	French	Art	Economics	Technology	Not taking Ger., Fre., Art, Ec's, Tech.	No response	Total	
	%	%	%	%	%	%	%	%	No.
Danish	23	4	6	10	53	1	2	100	210
English	25	28	8	2	29	6	-	100	95
Finnish	18	3	4	5	67	2	1	100	1 801
Greek	23	6	2	4	61	2	-	100	94
Italian	16	22	6	6	43	4	-	100	67
Yug. origin	23	7	3	10	56	1	1	100	229
Norwegian	33	8	5	8	41	4	1	100	111
Polish	30	12	5	2	40	12	-	100	43
Spanish	4	12	9	9	54	11	-	100	91
Turkish	16	5	6	4	57	7	5	100	83
German	59	10	2	2	27	-	0	100	241
Hungarian	45	8	7	4	32	5	-	100	85
All with home lang's other than Swedish	23	6	4	5	57	3	1	100	3 424

Pupils in grade 9 in 1978/79. Percentages of girls taking various optional subjects in grade 9, by home languages/origins

Home language/ origins	German	French	Art	Economics	Technology	Not taking Ger., Fre., Art, Ec's, Tech.	No response	Total	
	%	%	%	%	%	%	%	%	No.
Danish	38	13	16	30	1	1	-	100	239
English	29	45	12	7	1	2	1	100	82
Finnish	32	20	14	30	2	1	-	100	1 859
Greek	33	28	8	27	3	2	-	100	98
Italian	43	44	5	7	-	-	-	100	61
Yug. origin	52	16	9	18	1	3	0	100	255
Norwegian	32	24	10	31	2	2	-	100	97
Polish	16	28	16	30	4	4	-	100	50
Spanish	16	31	15	22	2	13	4	100	96
Turkish	30	9	7	46	-	2	7	100	46
German	68	20	4	7	1	-	-	100	291
Hungarian	46	20	14	16	1	3	-	100	100
All with home lang's other than Swedish	37	22	12	26	2	2	-	100	3 531

Pupils in grade 9 in 1978/79 (only those born in 1963). Percentages with adjusted courses of studies at workplaces in grade 9. By Finnish-speaking and others, sex, Swedish proficiency

Sex Home language Swedish proficiency	No. pupils in grade 9	Whereof percentage with adjusted courses of studies at workplaces %
Boys		
Home language Finnish		
Proficiency A - D	256	12.9
Proficiency E	363	10.7
Proficiency F	996	2.1
Others with home lang's other than Swedish		
Proficiency A - D	241	6.6
Proficiency E	252	2.8
Proficiency F	841	3.3
Home language Swedish	51 359	5.3
Girls		
Home language Finnish		
Proficiency A - D	139	7.9
Proficiency E	299	6.0
Proficiency F	1 282	3.0
Others with home lang's other than Swedish		
Proficiency A - D	186	3.2
Proficiency E	217	4.6
Proficiency F	1 045	2.6
Home language Swedish	49 586	3.4

Pupils in grade 9 in 1978/79 (only those born in 1963). Activities, spring 1980, of those who had adjusted courses of studies at workplaces in grade 9; by home language pupils and pupils whose home language is Swedish

	No. pupils in grade 9		Percentage studying		Percentage employed		Percentage job applicants		Other replies[1]	
	Adj. c's of studies at work-places	Others	Adj. c's of studies at work-places	Others	Adj. c's of studies at work-places	Others	Adj. c's of studies at work-places	Others	Adj. c's of studies at work-places	Others
			%	%	%	%	%	%	%	%
Home lang. pupils	255	5 861	35	78	55	18	9	3	1	1
Pupils whose home lang. is Swedish	4 390	96 556	26	81	61	17	9	1	1	1

[1] Non-respondents included

The data supplied in this form are protected under Section 16 of the Secrecy Act

QUESTIONNAIRE - COMPULSORY SCHOOL FOLLOW-UP

Please return this form in the enclosed prepaid envelope to

The Central bureau of Statistics (SCB)
Educational and Cultural Statistics Unit

A To be completed by all respondents
(Answers to be given by the person to whom the form was sent)

1 When did you conclude your compulsory schooling or its counterpart?

- Put a cross

☐ 1 In grade 9 at the end of the spring term 1979

☐ 2 In grade 9 at the end of the spring term 1978

☐ 3 In grade 9 before the end of the spring term, during the 1978/79 school year

☐ 4 After the spring term in grade 8 or earlier

☐ 5 I am still attending compulsory school

☐ 6 I am still attending or have previously attended a special or remedial school

2 Did you at any time during your final year of compulsory school have an adjusted/modified course of studies, with certain subjects replaced by others or with part of your school hours spent at a workplace?

- Ordinary PRYO (practical vocational orientation) is not to be counted.

Put a cross

☐ 1 No, I did not have an adjusted/modified course of studies

☐ 2 Yes, I exchanged some subjects for others

☐ 3 Yes, some of my schooling took place at a workplace

A (cont.)

3 Which English and mathematics courses did you take during your final year of compulsory schooling?

- Put one cross for English and another for mathematics

☐ 1	English special course	☐ 4	Mathematics special course
☐ 2	English general course	☐ 5	Mathematics general course
☐ 3	I did not take English in my final year	☐ 6	I did not take mathematics in my final year

4 Which optional subject did you take in your final year of compulsory school?

- Put a cross

☐ 1 French
☐ 2 German
☐ 3 Economics
☐ 4 Art
☐ 5 Technology
☐ 6 None of these subjects; why not?

Additional remarks

5 What was your principal occupation during the week between 17th and 23rd March 1980?

- Put a cross - one only - by the most appropriate alternative

☐ 1 Studying (vocational practice included in training counts as studying)
☐ 2 Gainfully employed (paid work) (including work in a family business or family farm)
☐ 3 Gainfully employed, but temporarily absent (e.g. ill or on holiday)

A (cont.)

☐ 4 Applying for work (i.e. applying for work or awaiting a reply, for example, from an employer to whom an application had been made)

☐ 5 Working in my own household/looking after my own children

☐ 6 Other occupation (please specify) _____

6 Have you been unemployed since you left compulsory school?

- Put a cross

☐ 1 Yes, for a total of ____ months

☐ 2 No

7 Which of the following types of income have you had since you left compulsory school?

- Put a cross where appropriate

☐ 1 Student grant, study assistance

☐ 1 Financial support from parents

☐ 1 Earned income

☐ 1 Training grant from the National Labour Market Board

☐ 1 Cash labour market assistance for unemployment

☐ 1 Social assistance

☐ 1 Other income (please specify) _____

_____

8 What are your plans for the autumn of 1980?

- Put crosses by the appropriate alternatives (If, for example, you intend both studying and working, put a cross by both these alternatives)

☐ 1 Studies (vocational practice included in training counts as studies)⟶ Go on to question 9

☐ 2 Gainful employment ⟶ Go on to question 10

☐ 3 Other occupation (please specify)_____

_____

A (cont.)

9 If you intend <u>studying</u> in the autumn term 1980

- Indicate whether each alternative is "right" or "wrong" in your case

	Right	Wrong
I think it will improve my employment prospects	☐ 1	☐ 2
I can't find a suitable job, so I may as well study	☐ 1	☐ 2
I need the training I have planned for the job I want (Please specify the type of job)	☐ 1	☐ 2
.....		
I know more about the grants obtainable for studies	☐ 1	☐ 2
Other reason(s), please specify ↓	☐ 1	
.....		

10 If you intend <u>working</u> in the autumn term 1980

- Indicate whether each alternative is "right" or "wrong" in your case

	Right	Wrong
I have/can get a job that interests me	☐ 1	☐ 2
I want a year off from studies (I am tired of school)	☐ 1	☐ 2
I need vocational practice/job experience credits to continue my studies	☐ 1	☐ 2
I would prefer to study, but the family can't afford it	☐ 1	☐ 2
Other reason(s), please specify ↓	☐ 1	
.....		

B To be completed by those who had some form of GAINFUL EMPLOYMENT during the week between 17th and 23rd March 1980
(Disregard temporary absence, e.g. illness or leave)

11 What sort of work were you doing 17th-23rd March 1980?

- Describe your job and duties as accurately and exhaustively as possible. (E.g. supermarket cashier, welder, office boy, nursing assistant)

Job and duties

.....
.....
.....
.....

B (cont.)

12 On what basis were you employed 17th-23rd March 1980?

- Put a cross

☐ 1 Regular employment

☐ 2 Casual employment (e.g. vocational practice, temporary position, probationer, relief work), please specify:

.....

13a Working hours for the week between 17th and 23rd March 1980

- Put a cross by the appropriate alternative

☐ 1 Full time, 35 hours or more per week

☐ 2 Between 20 and 34 hours

☐ 3 Less than 20 hours per week; state number of hours: ... hours

13b Disposition of working hours for the week between 17th and 23rd March 1980

- Put crosses beside all appropriate alternatives

☐ 1 Monday - Friday (daytime)

☐ 2 Monday - Friday (evenings)

☐ 3 Weekends (daytime)

☐ 4 Weekends (evenings)

C To be completed by those who were STUDYING in any way during the week between 17th and 23rd March 1980
(Evening classes or correspondence courses and vocational practice included in training are to be included)

(Disregard temporary absence, e.g. illnes or leave)

14 What type of studies were you engaged in during the week between 17th and 23rd March 1980?

- Put a cross by the appropriate alternatives, and give the name of the line, course etc.

☐ Line of upper secondary school

Line Duration

..... ☐ 2 yrs ☐ 3 yrs ☐ 4 yrs

☐ Specialized upper sec. school course

Course Duration

....

☐ Other education (e.g. elementary schooling, labour market training, municipal adult education, special school

Education Duration

....

Sponsor/establishment

.....

C (cont.)

15 On what scale were you pursuing these studies?

- Put a cross

☐ 1 Full time

☐ 2 Part time

D To be completed by those who were NOT studying at upper secondary school

16 Why are you not studying at upper secondary school?

- Put crosses to show whether the alternatives are "right" or "wrong" in your particular case

	Right	Wrong
I prefer working	☐ 1	☐ 2
I didn't get into the study route I wanted	☐ 1	☐ 2
I was accepted for my first preference but had second thoughts	☐ 1	☐ 2
I have taken and already completed a short-term upper secondary school course	☐ 1	☐ 2
I would like to go on studying, but the family can't afford it	☐ 1	☐ 2
Other reason(s), please specify	☐ 1	

.....

E To be completed by all respondents

17 Do you speak Swedish with one of your parents?

- Put a cross

☐ 1 Yes, always

☐ 2 Yes, frequently

☐ 3 Not very often

☐ 4 No, never

18 Were you told enough in your home language about further studies and occupations (educational and vocational orientation - SYO)?

- Put a cross

☐ 1 Yes

☐ 2 No

E (cont.)

19a Were you given special assistance with your Swedish by a teacher at compulsory school (auxiliary Swedish lessons)?

- If so, please mark the levels (junior, intermediate, senior) at which you were assisted

☐ 1 Yes
- ☐ 1 Junior level (grades 1-3)
- ☐ 1 Intermediate level (grades 4-6)
- ☐ 1 Senior level (grades 7-9)

☐ 2 No

19b Were you given all the auxiliary Swedish instruction you needed?

- Put a cross

☐ 1 Not enough
☐ 2 Enough
☐ 3 Too much

19c If you were given auxiliary Swedish lessons in grade 9, please state the number of periods (lessons) per week

.... periods (lessons)

20 Were you taught by a home language teacher in compulsory school?

- If so, please mark the levels (junior, intermediate, senior)

☐ 1 Yes
- ☐ 1 Junior level (grade 1-3)
- ☐ 1 Intermediate level (grades 4-6)
- ☐ 1 Senior level (grades 7-9

☐ 2 No

F To be completed by all those who were taught by home language teachers

21 In which subjects were you taught or helped by your home language teacher in grade 9?

- Put a cross by each appropriate subject

☐ 1	My home language	☐ 1	History
☐ 2	Swedish	☐ 2	Geography
☐ 3	Mathematics	☐ 3	Biology
☐ 4	English	☐ 4	Physics
☐ 5	Civics	☐ 5	Chemistry

F (cont.)

22 For how many periods (lessons) per week altogether were you taught by a home language teacher in grade 9?

.... periods (lessons) per week

23 What did you think of your home language instruction?

- Put a cross by each statement

	Right	Wrong
I thought it was good	☐ 1	☐ 2
I didn't like having to leave other lessons for home language instruction	☐ 1	☐ 2
I would have liked more home language instruction (More periods per week or assistance from the home language teacher with more subjects)	☐ 1	☐ 2
Any further remarks?	☐ 1	

G To be completed by all those who were NOT taught by home language teachers

24 Why didn't you take part in home language instruction?

- Put a cross by each statement

	Right	Wrong
We speak Swedish at home	☐ 1	☐ 2
I didn't know I could be given home language instruction	☐ 1	☐ 2
I wanted home language instruction, but it couldn't be arranged	☐ 1	☐ 2
I thought home language instruction would be too much trouble	☐ 1	☐ 2
I wasn't interested in home language instruction	☐ 1	☐ 2
I didn't want to miss other lessons	☐ 1	☐ 2
My parents didn't want me to have home language instruction	☐ 1	☐ 2
Other reason(s), please specify ↓	☐ 1	

.....

ANY FURTHER REMARKS CAN BE WRITTEN IN PAGE 2.